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PREFACE TO THE SECOND EDITION

THE practical value of English Composition is so obvious, and its excellence as a means of disciplining the mind so great, that it has often excited surprise that it should have received so little attention in schools. The omission, however, may have arisen from the want of a suitable text-book—one that should be characterized by simplicity in the subjects, and consecutiveness in the exercises. Under this impression the following work was undertaken.*

The rapid sale of a large edition, together with the favourable opinions of the Press, induce the author to hope that the “Young Composer” is not deemed unfit to supply this deficiency in school-book literature, and he trusts it may not be in bad taste to quote the words of one of his critics, who says that he has no hesitation “in recommending the addition of the ‘Young Composer’ to the regular contents of every satchel.”

PART the Second, which will consist of exercises in lengthened Original Composition, is advanced in preparation.

* The plan of the early portions of this work was formed in connection with the author's late valued friend, Dr Allen, who, young as he was, had made for himself a reputation among the scholars, not only of this country but of the Continent. But with his friends his mental acquirements were his least recommendation. He was still more loved for his virtues, and the amiable courtesies of social and domestic life, than admired for his superior talents.

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The Author hereby gives notice, that in the event of any infringement of the Copyright of this work, his Solicitors have received instructions at once to institute legal proceedings against any party so offending. In November, 1845, an Injunction was granted against an individual who had pirated a portion of his Grammar. For a statement of the very serious liabilities arising from an infringement of Copyright, see *Cap 45, anno quinto et sexto Victoriae Reginae*

ENGLISH COMPOSITION.

DIVISION I

SENTENCE-MAKING

- 1 Man thinks and speaks.
- 2 That which he thinks is called a Thought.
- 3 A thought put into words, that is, spoken or written, is a Sentence *
- 4 A sentence is an assemblage of words, conveying a complete sense or thought, as, Time flies (Gr 222)

EXPLANATION — These words contain a complete thought *Flies* alone would not be a complete thought, we should ask, *what* flies? *Time* alone would not be a complete thought, we should ask, *Time does* what? Both words together tell us what flies, and what Time does. As these words together convey a complete thought, they form what is called a Sentence

- 5 The art of writing down one's thoughts in suitable language, and in their proper order, is called COMPOSITION †

* From the Latin *sentio*, I think

† From the Latin *con*, together, and *pono* (participle *positus*), I place

EXERCISE I.

✎ (*) Write sentences from the following words —

Note 1 Take care to put a full-stop at the end of every sentence (See Appendices I & II)

Note 2 Take care to use capital letters in their proper places

EXAMPLE — The horse is swift

Horse, dog, weather, lion,	} {	Swift, dull, sagacious, hard,
bear, sugar, stone, stream,		strong, sweet, fierce, slow,
house, man, moon, coach,		large, great, bright, full,
street, bridge, tree, boy,		narrow, wide, green, lively,
game, cloud		stupid, dark

(*) Make sentences from the following words —

EXAMPLE — The boy plays

Boy, cow, sun, cock, lion,	} {	Low, ply, break, cut,
ship, tree, cat, knife, glass,		mew, grow, sail, howl, crow,
bird, wolf, eye, ear, hand,		fly, shine, creep, smell, hold,
rose, dog, frog, snake		hear, see, jump, roar, bark

(*) Make sentences from the following words, using suitable verbs, or verbs and adjectives —

EXAMPLE — The lark sings .

The lark () Dogs () The frog () Sleep
 () Horses () The wind () The weather
 () The fire () The ink () The book ()
 The shoe () The lion The bee The river — ✓

(*) Make sentences from the following verbs, using suitable nouns —

EXAMPLE — The cat runs

Run Creep Talk Cry Play Scream Laugh Pry
 Smile Bark Neigh. Grunt. Creak. Bellow

(*) Write some *good* quality of the following names —

EXAMPLE — George is diligent

George James Samuel Thomas Frederick. Jane
 William Augustus. Philip Benjamin. Joseph Charlotte
 Mary Peter Theodore. Stephen. Antony Harriet.

(*) Write some *bad* quality of the following names —

EXAMPLE. — Richard is idle

Richard Andrew Francis Henry Alfred. Sarah
 Edmund Jacob Charles Daniel Michael

(*) Say what the following persons usually do —

EXAMPLE. — The tailor makes clothes

The tailor () The grocer () The sailor ()
 The baker () The carpenter () The blacksmith
 () The cook () The groom () The maid-
 servant () The laundress () The merchant ()
 The judge () The gardener () The glazier ()

(*) Say what the following things are used for, what they do, or what is done with them —

EXAMPLE — The plough is used for tilling

The plough The scythe The saw The spade The
 paper-knife Paper Bread Ice The mill The bees
 The snail The wasp A locomotive engine The train

(†) Make sentences using the following words —

EXAMPLE — Iron is hard

Note — An article must be used where the sense requires it
 thus, *The* book fell down.

Iron, stone, water, ice, gold, wood, paper, linen, eagle, wafer,
 pen, book, table, slate, sheep, picture, sleep, exercise, you, we,
 they, I, he, she, king, penny, shilling, sovereign

(‡) Make sentences using the following words* —

EXAMPLE — Wool is warm

Warm, cold, dirty, clean, good, bad, useful, useless, bright,
 dull, sing, jump, leap, eat, drink, swift, fierce, timid, beautiful,
 brown, blue, white, green, pleasant, painful, rough, smooth

6 Sentences are either Simple, or Complex

SIMPLE SENTENCES

7 A Simple Sentence contains only one finite
 verb as, *Perseverance surmounts difficulties*
 (G1 224)

* If, in the opinion of the teacher, more exercises of this simple character are required, they may be found in the GRAMMAR FOR BEGINNERS, an Introduction to ALLEN & CORNWELL'S SCHOOL GRAMMAR. In this little work, Elliptical Sentences are given under each part of speech, which the pupils are required to complete by the introduction of suitable words. The following may serve as illustrations — *Adjectives* The () flower-pot The () river The () leaf A () box — *Adverbs* The snail creeps () The swallow flies () My brother swims ()

In the larger Grammar, too, there are many Exercises of this description, both in the Etymology and Syntax

PARTS OF A SENTENCE

8 A Sentence *must* contain a Subject and a Predicate. These are the only *necessary* parts of a sentence.

9 The Subject is that of which we are speaking, and is always in the nominative case, or equivalent to a nominative, as, *The boy runs*.

EXPL.—Here *the boy* is the subject of the verb *runs*. We ask, Who runs?—*the boy*. This is the Subject.


10 The Predicate is that which we say of the subject, as, *The boy is lazy*, *The boy runs*.

EXPL.—Here *is lazy* and *runs* are the predicates. We ask, The boy is what?—*is lazy*, The boy does what?—*runs*. These are the Predicates.

11 But a sentence *may* contain an Object also, and many predicates require an object to complete their sense, as, *The boy strikes the dog*.

EXPL.—Here, after *strikes* the mind naturally asks, Strikes what?—*the dog*. This is the Object.

EXERCISE II

 (a) Write out the following sentences, and underline the subjects —

The man struck the horse. The horse kicked the man. Birds fly. Fishes swim. The hailstones broke the windows. A boy was digging a flower-bed. Mary was dressing a doll. The river overflowed. The coach was overturned. The fire scorched the linen. The child was burnt. I saw the Queen. I shall buy the book. The house was blown down. He tells the truth.

(b) Write out the above sentences, and underline the objects —

(c) Write out the above sentences, and underline the predicates.

12 OBS.—In such a sentence as *The boy is lazy*, the word *is*, is sometimes called the copula, and *lazy* the predicate, *lazy* being the thing asserted of the boy, and *is* the asserting word. And every sentence *may* be reduced to this form, for example, we may say, (subj) *The boy* (cop) *is* (pred) *running*, or, (subj) *The boy* (cop) *is* (pred) *one who runs*. But it is simpler to regard the predicate as containing the word which makes the assertion, and to call *is lazy* the predicate.

THE SUBJECT

13 The Subject in a Simple Sentence may be —

(1) A noun, or pronoun, as, *Play* is pleasant *We* are tired

(2) An infinitive, as, *To play* is pleasant

(3) An infinitive clause of a sentence, as, *To play without quarrelling* is pleasant

(4) A phrase of distance or time, &c, as *From London to Highgate* is five miles *From 16 to 18* is an awkward age. *As far as the verbs* is easy

14	SUBJECT		PREDICATE
<i>Noun</i>	Play		is pleasant
<i>Pronoun</i>	It		is pleasant
<i>Infinitive</i>	To play		is pleasant
<i>Clause</i>	To play without quarrelling		is pleasant
<i>Phrase</i>	From Dover to Calais		is eighteen miles

EXERCISE III

- ✎ (1) Make twelve sentences like those in (1) —
 (2) Make six sentences like that in (2) —
 (3) Make six sentences like that in (3) —
 (4) Make three sentences like those in (4) —

THE OBJECT.

15 The Object also may be. —

(1) A noun or pronoun, as, I praise *the pupil*

(2) An infinitive, as, I like *to bathe*

(3) A clause, as, I like *to play without quarrelling*

16	SUBJECT	PREDICATE.	OBJECT
	The boy	likes	play <i>Noun</i>
	The boy	likes	it <i>Pronoun</i>
	The boy	likes	to play <i>Infinitive</i>
	The boy	likes	to play without } <i>Clause</i> quarrelling }

EXERCISE IV

- ✎ (1) Make twelve sentences like those in (1) —
 (2) Make six sentences like that in (2) —
 (3) Make six sentences like that in (3) —

THE PREDICATE.

17 The Predicate* may be —

(1) A verb merely, as, The boy *runs*

(2) (a) The verb *to be* and an adjective, as, The boy *is lazy*

(b) The verb *to be* and a noun in the nominative, as, George *is a soldier*

(c) The verb *to be* and a phrase, adverb or infinitive, as, I *am of opinion*, The attempt *was in vain*, He *is here*, We *are to blame*

18 Obs — The two last kinds of predicates, *b, c*, are in sense equivalent to either a verb, or the verb *to be* and an adjective, as, I *am of opinion*, = I *think* The attempt *was in vain*, = The attempt *was vain*

EXERCISE V

- 83¹ Make twelve sentences like that in (1) —
 1 Make fifteen sentences like that in (2a) —
 Make ten sentences like that in (2b) —
 Make ten sentences like those in (c) —

THE OBJECT (*continued*)

19 It was said above (8), that the only *necessary* parts of a sentence are the Subject and the Predicate, that is, sentences may be made containing nothing more, as, The boy *runs* But many sentences require an Object to complete the sense of the Predicate, as, The boy *hurt* the dog

SUBJECT	PREDICATE	OBJECT
The boy	hurt	the dog

The boy hurt, would be nonsense, it wants something added to fill up and complete what is meant to be said This is called the Object

* Predicate, from Latin *prædico*, I declare, or affirm

20 The object is regarded as one of the MAIN parts of a sentence, although not a NECESSARY part of all sentences (G1 230)

21 Now an object may be added —

(a) By an objective case merely, as, The boy plucks *the flower* I saw him

(b) By an objective with a preposition, as, The boy laughs *at the mistake*

(c) By two objectives, one the immediate object, and one the remoter object, as, The father gives (*the spade*) (*to the boy*) The boy uses (*the spade*) (*for digging*) The father gives (*the boy*) (*the spade*)

EXPL — In the first of these sentences, the remote object is a person (*to the boy*) In the second, the remote object is a thing, or operation (*for digging*) In the third, the remote object is a person, expressed by the objective case without a preposition (*the boy*) (G1 378, 379)

EXERCISE VI

§ 37 (aa) Add an object to the following sentences —

EXAMPLE — The boy writes (a letter)

The boy writes () The girl reads () The father sends () The master punishes () The gardener digs () The watchmaker makes () The oxen draw () The cats catch () The fire warms () The chemist prepares () The rain moistens () The sun ripens () The lazy avoid () Early rising promotes () Follow () ,

(*) Say of each of the following things what they have —

EXAMPLE — The kangaroo has a pouch

The bee The horse The ass Fishes The cow The dog The bear The elephant The carriage The adder Birds A pump. A steam-engine A ship

(*) Add the suitable preposition and object to the following verbs

EXAMPLE — They laughed (at him)

The master inquired () The children grieve () of their mother We aim () Exercise contributes () The pious confide () The beggar asks ()

(²²) Enlarge the following sentences by adding a remoter object —

EXAMPLE —The boy sends a letter (to his father)

' The boy sends a letter () The father writes a note
() I paid the money () Take the coat ()
The child confessed the fault () I lent the book ()
Ann forwarded the parcel () ,

(²³) Enlarge the following sentences by adding an object and a remoter object (a Person) —

EXAMPLE —I reported (the affair) (to the officer)

' I reported () () We related () () He
sent () () They brought () () The teacher
imparts () () They presented () () We
have mentioned () () ,

(²⁴) Form sentences on the following words, adding a remoter object in the objective, without using a preposition —

EXAMPLE —He brought *me* a present

22 *Note* —In these sentences, the noun or pronoun always comes next the verb. We say, He sent a present *to me*, or, He sent some fruit *to Charles*, but if we leave out the preposition, the noun or pronoun is put next the verb, and we say, He sent *me* a present, or, He sent *Charles* some fruit.

The preposition *to* or *for*, with the objective, will generally express the same meaning, but the placing of the words is different. (G1 378, 379)

Brought Forwarded Offered Advanced Told Sold
Procured Gave Lent Will send Take Leave Make
Buy Sent Was telling? Has been buying?

(²⁵) Form sentences upon the following skeleton, with an object and a remoter object (a Thing or Operation) —

EXAMPLE —The tailor uses (the shears) (for cutting)

The miller	() ()	The blacksmith	() ()
The baker	() ()	The bookbinder	() ()
laundress	() ()	The gardener	() ()
coachman	() ()	The clerk	() ()
() ()	The carpenter	() ()	The boy
() ()	The sportsman	() ()	The artist

ADJUNCTS.

23 Every word in every sentence is either Subject, Predicate, or Object, or an Adjunct* to one of them

24 A simple sentence may be *bare*, or it may be *enlarged*

25 A *bare* simple sentence is one in which there is no adjunct (Gr 234, 235), as, *Iron is useful*

EXPL.—Here *iron* is the subject, and *is useful* the predicate. The sentence has no other words. This is a bare sentence

26. An *enlarged* simple sentence is one which contains an adjunct, or two or more adjuncts, (Gr 235), as, *Iron is very useful*

EXPL.—Here, as before, we have *iron* as the subject, and *is useful* as the predicate, but there is also the word *very*, relating to *is useful*. *Very* is an adjunct

27 A simple sentence may be enlarged by adjuncts of various kinds

28 Any or each part of the sentence may have an Adjunct—the Subject, the Predicate, or the Object.

29 In the sentence, *The boy reads the lesson*, (1) the Subject may be enlarged thus *The good boy reads the lesson*. (2) The Predicate may be enlarged thus *The boy reads the lesson carefully*. (3) The Object may be enlarged thus *The boy reads the whole lesson*, or all the parts may be enlarged, as, *The good boy carefully reads the whole lesson*

30 The Subject and the object are both enlarged in the same ways. The Adjuncts of the Subject will be taken first, then those of the Object, and afterwards those of the Predicate

* From *jungo*, I join, and *ād*, to

SUBJECT ENLARGED

31 The Subject may be enlarged —

(a) By an adjective*, as, (1) The *little* boy is diligent (2) *Ripe* fruit is wholesome (3) An *ash* stick is useful (4) *Four thousand* trees were felled (5) *Above four thousand* were wounded

(b) By a demonstrative pronoun, as, *That* book is valuable *Those* houses are large

(c) By a noun in apposition, as, My cousin, *the soldier*, admires the general

(d) By a noun in the possessive, as, The *spider's* web is beautiful Or by the noun with *of*, equivalent to a possessive, as, The web *of the spider* is beautiful

(e) By a possessive pronoun, as, *Her* eyes are blue

(f) By a preposition phrase, as, The bridge *over the river* is weak

EXPL.—The words in *Italics* are the adjuncts enlarging the various subjects, as *little, ripe.*

EXERCISE VII

32 (a) Enlarge the following sentences by an adjective —

(1) The () Cicero was an orator The () boy is happy The () Shakspeare was a dramatist

(2) () weather is unhealthy () milk is pleasant. () fish is good

(3) () stockings are warm () watches are very expensive () fenders are strong

(4) Make ten sentences with adjective adjuncts (1, 2, 3) —

(5) Make twelve sentences with numeral adjuncts (4, 5), in six use *about, near, above, upwards of, less than, or more than* —

(6) Make twelve sentences with the subject enlarged by a demonstrative pronoun, six singular and six plural —

(7) Enlarge the following sentences by a noun in apposition — Paul () was shipwrecked Buonaparte () was

* Under this head may be taken such phrases as *The above remark*, *AFTER ages*, &c (Gr 345), where the words *above, after*, are used as adjectives In the phrases, *a gold watch, silk stockings*, &c, the words *gold* and *silk* are adjectives, and in Old English, adjectives in form, were used For example, *golden candlesticks* —Bible, *silken coats*.—Milton.

brushed () our country is powerful Your ()
 Mary is good-tempered Chancer () is admired You
 cousin () is tired The () Nero was assassinated.

(e) Enlarge the following sentences like those in (d) above —

The () son is there The () gun was loaded The
 smell () is beautiful The song () is melodious The
 diligence () is praiseworthy The () power is great
 The () courage was admired () dog is large My
 () pigeons are tame The wheel () is broken

(f) Make ten sentences like that in (c) above, enlarging the subject by a possessive pronoun —

(g) Enlarge the following sentences by a preposition phrase, as (f) above —

The arbour () is pleasant The fish () are numerous
 The road () (park) is broad The way ()
 (mountain) is narrow The walk () (woods) was delightful

(h) Make sentences, and use the following phrases as subjects —

EXAMPLE — The castle at Windsor belongs to the Queen

The Castle at Windsor The road across the common The
 cathedral at Lincoln The ford across the river The grass in
 the meadow The apple trees in our orchard The mill on the
 hill The rivulet at the foot of the hill The oak trees in the
 park The water of the well The tunnel through the hill.

OBJECT ENLARGED.

32 The OBJECT may be enlarged —

(a) By an adjective, as, (1) The master praises the *diligent* pupil. (2) Aristotle taught Alexander the *Great* (3) I like *ripe* fruit (4) His uncle carries an *ash* stick (5) We have *five* senses

(b) By a demonstrative pronoun, as, I admired *that* book The surveyor built *those* houses


(c) By a noun in apposition, as, William defended James, *the soldier*

(d) By a noun in the possessive, as, We admire the *orator's* style

(e) By a possessive pronoun, as, I saw *his* brother

(f) By a preposition phrase, as, They burnt down the bridge *over the river*

EXERCISE VIII

 (a) Enlarge the following sentences by an adjective —

(1) We admire the () Demosthenes. The game pleases the () boy I have seen the () house He has bought a () farm He rides on a () horse

(2) We praise Alfred () Cæsar defeated Pompey ()

(3) We like () weather I respect () person He eats () fruit Dr. Johnson liked () tea We climbed a () mountain

(4) He carries a () watch. He has a () chain The thief stole a () pipe She broke the () vessel I have bruised the () teapot. Is yours a () umbrella? He has a () hat London contains () inhabitants

(b) Make twelve sentences, with the object enlarged by a demonstrative pronoun, six singular, and six plural —

(c) Enlarge the following sentences by a noun in apposition —

I admire Chatham () We study Plato () He has read Milton () You, the invalid, must submit to me () I saw your sister () The Archbishop crowned our Queen ()

(d) Make twelve sentences like that in (d) above —

(e) Make ten sentences like that in (e) above, enlarging the object by any possessive pronoun —

(f) Enlarge the following sentences by a preposition phrase —

We respect men (of) We saw a table (of) Send a man (of) The enemy burnt the town (on) I have seen Kingston (on) They purchased the inn (near) I have visited the Cathedral (at) My father examined the Museum (at) Have you seen the mines ()?

(g) Make sentences, and use the following phrases as objects —

EXAMPLE — I know *that man in the boat*

That man in the boat The house on the hill. The bridge over the canal The trees in the park The path across the heath The cottage in the forest. The rock near the shore The lighthouse at Eddystone The abbey at Westminster

PREDICATE ENLARGED

33 The Predicate may be enlarged in various ways

(a) By an adverb or adverbs (1) Qualifying the adjective, as, He is *very* tall (2) Qualifying the verb, as, He runs *fast* (3) Qualifying another adverb, as, He runs *very* fast

(b) By an adverb phrase, as, She rides *when at home*

(c) By a preposition phrase, as, He lives *on the hill*

(d) By a noun without a preposition, as, He walked *six miles*

(e) By a participle, as, He writes *standing*

EXPL —The words in Italics are the various adjuncts qualifying the predicates

34 When the predicate is a noun in apposition, it may be enlarged in the same way as the Subject and Object

35 The Adjuncts of the Predicate (specially) are adverbs, or of an adverbial character They specify *circumstances* belonging to the predicate These circumstances are of (1) Place, (2) Time, (3) Manner, (4) Cause, Motive, &c.

36. Adjuncts which belong to the sentence as a whole, are considered as belonging to the predicate, since the predicate is the centre or pivot of the whole sentence

37 All adjuncts, therefore, which do not belong specially to the subject, or specially to the object, will be included under the adjuncts of the predicate

38 Obs —It has been said above that the predicate may be regarded as the centre of the whole sentence All the parts may be viewed in relation to that, and, as it were, grouped around it Thus, in the sentence,—

The boy struck the dog,

we may ask,—

Did what?

Struck the dog

Struck what?

The dog

Who struck the dog?

The boy

Still the predicate *struck* is the point round which the other parts are grouped

ADJUNCTS OF THE PREDICATE OR OF THE WHOLE
SENTENCE

39 The Predicate, then, may be enlarged with adjuncts of (1) Place, (2) Time, (3) Manner, (4) Cause, Motive, Purpose, Means, or Instrument, Material and Knowledge

1 PLACE

40 Adjuncts of Place are divided into three classes, according as they denote (1) Rest, *At* or *in* a place, (2) Motion, *To* a place, or (3) Motion, *From* a place

41 In English there are three sets of adverbs, for *this* place, *that* place, and *which* or *what* place, corresponding to one another, and implying respectively REST *in*, MOTION *to*, MOTION *from*. The following table will exhibit them clearly —

42 Table of Pronominal Adverbs

		Rest	Motion	
		At or in	To	From
<i>Demonstrative</i>	(<i>This</i> place)	Here	Hither	Hence
	(<i>That</i> place)	There	Thither	Thence
<i>Relative & Interrogative</i>	(<i>Which</i> or	Where	Whither	Whence
	(<i>What</i> place))			

43 On this table two remarks may be made, to guard against mistakes —

(1) Now, instead of *hither*, *thither*, *whither*, we use more elegantly *here*, *there*, and *where*, saying, *Come here*, *go there*, *where is he gone?* but they may still often be used alone, and they denote expressly *motion* TO. Every phrase denoting place answers one of these questions, *where?* *whither?* *whence?* and so the Adjuncts of Place are arranged under these heads (Gr 341)

44 (2) The words *hence*, *thence*, *whence*, are now used with the word *from* before them *generally*, and perhaps most correctly. In Old English, the phrase is *fro hennes*, *fro thennes*, *fro whennes*. Still they may be used alone, and they denote *motion from*

EXERCISE IX

Change the form of the following sentences according to the above Table —

EXAMPLE — He is *here*. *Changed*—He is *in this place*

Come *hither*. Go *thither*. Whence came ye? He lives *there*. Where is he? They live *here*. He rode *here* on horseback. Whither shall we go? They are *in that place*. Come to *this place*. From what place will he come? To what place shall I go? Go to *that place*.

1 PLACE

45 Adjuncts of Place are expressed,—

(1) By nouns with prepositions, as, He lives *in London*

(2) By nouns in the objective, without prepositions, as, He went *home*. She walked *a mile*. (Gr 258)

(3) By adverbs, as, He lives *here*

EXERCISE X

Underline the Adjuncts of Place, and state which class they belong to —

EXAMPLE — Fish live (*rest*) *in water*

Fish live *in water*. The corn grows *in the field*. She was sitting *in the arm-chair*. The father went *to London*. The people are going *out of church*. The Rhine rises *in Switzerland*. A mist was rising *from the valley*. The book lay *under the table*. The cat jumped *off the wall* into the water-butt. The bridge leads *over the river*. Pictures were hanging *all round the room*. He was coming *from Cambridge* to London. He lives *at Epping*.

(1 *Rest*)

EXERCISE XI

(a) Enlarge the following simple sentences with adjuncts, denoting *rest* at or in a place —

EXAMPLES — The boy is sitting *on the grass*. She is stopping *at Tunbridge Wells*. (Gr 385)

EXERCISE XV

§ Enlarge the following sentences with adjuncts of time —
(^a) *When*

EXAMPLES — We left town *yesterday* My father went to Italy *last year* You are going to the Museum *to-morrow*

EXPL — We left town—when? *Yesterday* *Yesterday* is the adjunct of time My father went to Italy—when? *Last year* *Last year* is the adjunct of time

My birthday is () Our school recommenced ()
Buonaparte died () We expect our cousins in the course of () In about () my sister will go (adj *place*) He was (adj *pl*) () We sleep () We employ ourselves () The lion sleeps () He prowls about () In very hot weather it is pleasant to walk about () Come () Boys wear oak in their caps () I attended service at (), on () Trees bud () () they are in full verdure The leaves fall () () the boughs are quite naked In England corn is cut ()

(^b) *How long*

EXAMPLES — I read *three hours daily* We spent *a month* at Brighton He lived in London *a year*

EXPL — I read—how long? *Three hours* *Three hours* is the adjunct of time We spent—how long at Brighton? *A month* *A month* is an adjunct of time

We have lived () in our house I have been at school () We are in school () every day He travels (adj *pl*) () every year The oak lives () The Members of our Parliament are elected for () He is (adj *pl*) () a week I read () every day That boy is apprenticed ()

(^c) *Possessive Phrase*

EXAMPLE — He has the house on a *seven years'* lease

EXPL.—The adjunct of time is *seven years*, which is also in the possessive case

We have our premises on a () lease That circumstance was a () wonder You have a () account He was gone on a () voyage He should have a () trial

(^d) Form fifteen sentences, stating any thing you or others are in the habit of doing, and the time of doing it —

EXAMPLES — In summer I rise at six in the morning She works every day from ten to twelve Our family dines at four

3. MANNER

47 Adjuncts of Manner are expressed --

(1) By nouns with prepositions, as, He came *with reluctance*

(2) By nouns without prepositions, as, He followed it *heart and soul*

(3) By adverbs, as, I did so. He arrived *safely*

(4) By participles, as, He always writes *standing*

EXERCISE XVI


 Underline the Adjuncts of Manner --

EXAMPLE — He gave the information *reluctantly*

EXPL — He gave the information—how? *Reluctantly* *Reluctantly* is an adjunct of manner

Do nothing carelessly Treat your friend with respect
Strive after excellence with all your might The sea was beating heavily Many important discoveries have been made by accident She died without a struggle In all haste he despatched the letter You speak thoughtlessly Do you write your exercises carefully?

EXERCISE XVII

 (*) Make six sentences with the adverbs *so* or *thus* as the adjuncts of manner --

EXAMPLES — Do not walk *so* He spoke *thus*

(b) Make twenty sentences, using adverbs as adjuncts of manner --

EXAMPLE — Do it *speedily* Do it *well*

EXPL — The first sentence, *Do it*, is enlarged by the adverb *speedily* the second by the adverb *well*

(c) Make twenty sentences, using preposition phrases as adjuncts of manner --

EXAMPLE — He travels *on foot* She came *in haste*

EXPL — The first sentence, *He travels*, is enlarged by the preposition phrase *on foot*, the second, *She came*, by the preposition phrase *in haste*

(d) Make four sentences with adjuncts of manner expressed by a participle --

EXAMPLE — She writes *lying down*

4 CAUSE, &c

48 Adjuncts of Cause Under this head are included the adjuncts of Cause, Motive, Purpose, Means, or Instrument, Material, Knowledge

A Adjuncts of Cause, strictly, are expressed by the preposition *by, through, for, of*, and a noun, as, He was awoken *by the noise* He did not sleep *for the heat*

B Adjuncts of Motive are expressed by *from, because of, on account of, for*, as, He did it *from fear* He did not do it, *for fear*


C Adjuncts of Purpose are expressed (a), by *for, for the sake of, for the purpose of*, as, He did it *for show* He gave up *for the sake of peace* (b) By the infinitive mood, as, We eat, *to live*—that is, in order to live, or for the sake of living

D Adjuncts of Means, Instrument, or Agency, are expressed by *with, by, through, by means of*, as, He gained his post *by bribery* Corn is cut *with a sickle*

E Adjuncts of Knowledge are expressed by the prepositions *by, from*, as, I know it *from report*

OBS.—In making use of the various adjuncts, the pupil must not rely on the above distribution of the prepositions, irrespective of thought on his own part The same preposition is employed to make different kinds of adjuncts, and other prepositions may be used than are here mentioned The arrangement is intended to assist in thinking, not to save the necessity of it

EXERCISE XVIII.

 (*) Underline the adjuncts of Cause, Motive, Knowledge, &c, and state which sort they are —

EXAMPLE —He did wrong *through ignorance* * He takes exercise *for his health* He got it *from the newspaper*

EXPL *Through ignorance* is an adjunct of cause, *for his health*, an adjunct of motive, and *from the newspaper*, an adjunct of knowledge

He broke the window with a stone Caesar was stabbed by Brutus Lisbon was destroyed by an earthquake He reads for pleasure I obtained my information from Hume's history

Anacreon was killed by a grapestone Henry died of fever
The planet next beyond Saturn was discovered by Herschel,
with his celebrated telescope The French Republic was
destroyed by Buonaparte The safety-lamp was invented
by Sir Humphrey Davy Mechanics and labourers work with
their hands, professional men with their heads Marie An-
tonette's hair became grey through trouble The book has
been written for fame Epaminondas was killed by a javelin
Did you get that information from Caesar? Men are honoured
on account of their learning

(b) Add to the following sentences adjuncts of cause —

EXAMPLE.—He was ruined *by indolence*

EXPL.—Here, the adjunct of cause is the phrase, *by indolence*

The tides are produced () Iron rusts () Substances
are expanded () Substances are contracted () The
child will be ruined () Salt is obtained from the sea
() Objects are made to appear smaller () One man
is successful (), another fails () The earth is made
fertile () We were alarmed (*adj time*) ()

(c) Write twelve sentences with an adjunct of cause.—

EXAMPLE.—The soldier was dying *of thirst*

EXPL.—In this sentence *of thirst* is the adjunct of cause

(d) Add to the following sentences adjuncts of motive —

EXAMPLE.—My sister ran away *for fun*

EXPL.—The adjunct of motive, *for fun*, is added to the
sentence, *My sister ran away*

The child cried () An ambitious man labours ()
An avaricious man labours () Cain killed Abel ()

(e) Add to the following sentences adjuncts of knowledge —

EXAMPLE.—He had that *from my letter*

EXPL.—The adjunct of knowledge, *from my letter*, is added
to the sentence, *he had that*

They got that story () Has he obtained that fact
()? Did our friend receive the news ()? Oh no! She
had it () That information has been received ()

(f) Make twelve sentences with a verbal noun (Gr 274) as the
adjunct of cause, motive, knowledge, &c —

EXAMPLE.—Many children become ill *from eating unripe fruit*
I know it *from having read it* in the paper

Note — *From, through, by, for*, may be used

SEVERAL ADJUNCTS

49 In one sentence there may be *several* adjuncts The adjuncts may be all of *one* kind, that is, all adjuncts of place, or all adjuncts of time, and so on, as (*place*), He left the book (on the seat) (in the garden), (*time*), He set out (yesterday), (about four o'clock)

50 Or they may be of different kinds, that is, one of place and one of time, or one of time and one of manner, &c, as (*place and time*), He set off (from Paris) (on Monday), (*time and manner*), He set out (yesterday) (on foot), (*place, time, manner, and purpose*), He set out (from Bristol) (last Tuesday) (on foot) (for a walking excursion)

EXERCISE XIX.

☞ (a) Enlarge the following sentences with two other adjuncts —

EXAMPLES — She walked *into the field with her brother* The horse was grazing *on the hill in the morning*

EXPL — The first sentence, *she walked*, is enlarged by two adjuncts, the adjunct of place, *into the field*, and the preposition phrase, *with her brother* The second sentence, *the horse was grazing*, is also enlarged by two adjuncts, the adjunct of place, *on the hill*, and the adjunct of time, *in the morning*

John bathed () () The coach was overturned () () () the sun rises () () the sun sets () The ship entered the harbour () () There has been no rain () () A beautiful rivulet rippled () () King Charles was beheaded () () The snow has been falling () () I was born () () Wellington conquered Napoleon () () The men () rushed () The church () was built () Kingston () is a town () London is supplied () ()

(b) Enlarge the following sentences with several adjuncts —

EXAMPLE — *Bare sentence*, James plays, *Enlarged sentence*, On Thursday the light-hearted James played cheerfully in the playground with the rest of his schoolfellows

Mary sings The sun shines. The boy jumped Did you see the lions? The river was frozen The boys climbed the tree The lamb was bleating The ship has sailed The city was

burnt. My father ascended the hill John swam The thunder rolled I have slept Let me run I love my parents

(5) Make twelve sentences with two or three or more adjuncts on trades —

EXAMPLES —The binder bound the book *well for me in leather* That expert carpenter made a table *for me in a day, without any help*

EXPL —The first sentence, *the binder bound the book*, is enlarged by the adjunct of manner, *well*, and by the two preposition phrases, *for me*, and *in leather* The second sentence, *that carpenter made a table*, is enlarged by the adjective *expert*, by the adjunct of time, *in a day*, and by the preposition phrases, *for me* and *without any help*

(4) Make twelve sentences from the Bible history, having three or more adjuncts each —

EXAMPLE —At night Peter was delivered out of prison by an angel

EXPL —The sentence, *Peter was delivered*, is enlarged by three adjuncts —the adjunct of time, *at night*, the adjunct of place, *out of prison*, the adjunct of cause, *by an angel*

EXERCISE XX

✎ Prefix one or more introductory adjuncts to the following sentences —

EXAMPLES —*In the year 1066*, the Normans invaded England *Amidst all these enormities*, the sacred name of religion resounded on every side

EXPL —Those sentences are introduced respectively by the adjuncts,—*In the year 1066*, and *Amidst all these enormities*

They will go to Brighton I shall see you to-morrow America was discovered We cannot believe him I think you were not to blame My cousins are coming to see me She is no favourite of mine The Thames flows into the German Ocean He plunged into the water They are very ignorant You should make much improvement We pursued our journey with fresh spirits It began to rain He accepted our offer


EXERCISE XXI

✎ Affix suitable sentences to the following introductory adjuncts —

At that time Without any intimation of his intention In all our difficulties In the month of () in the year Notwithstanding our advice. During the war Throughout this anxious business With all care In ordinary

circumstances Not for the world Presuming on your kindness Never before yesterday Beyond all question Having arrived from the country without any money in his pocket In all parts of the world, under every variety of circumstance In the reign of William the Fourth, during Earl Grey's ministry Having presented the letter, and without waiting for any answer

EXERCISE XXII

 Make sentences from the following words, using at least one adjunct with the subject, the predicate, and the object —

EXAMPLE — A little curly-headed boy was holding a large apple in his hand

EXPL — In this sentence, *little* and *curly-headed* are adjuncts to the subject, *large* to the object, and *in his hand* to the predicate (36)

Boy, girl, river, ship, ball, dog, bull, sun, moon, stars, lion, aunt, uncle, father, mother, bird, snake, bee, horse, cousin, Frenchmen, negro, cannon-ball, tree, garden, king, cloud, rain, soldier, baby

SEVERAL SENTENCES THROWN INTO ONE
EXPANDED ONE


51 Several simple sentences may be thrown into one, by expanding it with several adjuncts, thus —

Series of Simple Sentences — The tree was struck It was an oak tree The tree was old It was a fine tree It grew in the park The lightning struck it It was night when it was struck The night was Thursday It was twelve o'clock when it was struck.

Simple Sentences with adjuncts — The fine old oak tree in the park was struck by lightning at 12 o'clock on Thursday night

EXPL — The above simple sentence, enlarged with adjuncts, conveys more elegantly all the information contained in the series of nine simple sentences going before it.

EXERCISE XXIII

 Throw each series of simple sentences into one expanded sentence as above —

Note — The sentences made must be simple, i.e., they must have but one finite verb

The boy fell The boy was little It was a ditch he fell into The ditch was dry It was this morning that he fell in

The river overflowed. The river was the Thames. The banks were overflowed. It was in November. It was on the 15th of that month. On both sides it was overflowed.

A boy came. The boy was pretty. He was little. He was blue-eyed. He had rosy cheeks. It was his mother he came to. The boy had a rabbit. It was a young one. It was white. It was lop-eared. He carried it in his pinafore.

Leonidas died. Leonidas was a king. He was king of Sparta. Three hundred of his countrymen died with him. They died like heroes. It was at Thermopylae they died. They died to defend their country. They were defending their country against the Persians.

Milton was born. He was a poet. He was a great poet. He was an English poet. Bread-street was the place of his birth. Bread-street is in Cheapside. Cheapside is in London. He was born in the year 1608.

John signed. John was a king. It was a document called Magna Charta that he signed. John was afraid of his barons. He did not care about liberty. He signed it at Runnymede. Runnymede is on the Thames. It is not far from Windsor.

Elizabeth harangued. Elizabeth was a queen. She harangued her troops. She harangued them with much spirit. It was at Tilbury Fort. Tilbury Fort is opposite Gravesend. It was before the Spanish Armada arrived. It was only a little time before. The Armada only arrived on our coasts.

The boy wrote. He was a good boy. He wrote a letter. He wrote to his father. He wrote from school. He wrote on his birthday. It was a long letter. He wrote it early in the morning. He wrote it before breakfast.

The interval was looked upon. It was looked upon as a stage of transition. It was the interval between twenty and thirty. It was a stage of transition from boyhood to manhood. It was among the Spartans it was so looked upon.*

Queen Margaret fled. She was the consort of Henry the Sixth. She fled after a defeat. It was a defeat in one of the wars between the houses of York and Lancaster. She fled with her son. She fled into a forest†.

* The simple sentence, elegantly constructed from these elements, will be one found in Thirlwall's Greece.

† Hume.

ORDER OF WORDS

52 The order of the words in a simple sentence does not present much difficulty. The *common* order of the main parts of the sentence is this —

1 Subject, 2 Predicate, 3 Object,
the adjuncts of each being put next to them respectively. Thus,

SUBJ	PRED	OBJ
The boy	throws	the stone,

and, when expanded with adjuncts,
The little boy (immediately throws) (the large stone)

Here each main part has an adjunct placed close to it

53 But when the predicate has several adjuncts, some distinction is to be observed. No universal rules can be given, but generally it may be said that,—

54 The adjunct of place precedes the adjunct of time, as, We go into the country in the summer

55 The adjunct of place precedes the adjunct of manner, as, He threw the stone into the garden with all his might.

EMPHASIS

56 These are the rules generally observed in an unimpassioned sentence, where no special emphasis is required. But the need of such emphasis will dispense with almost any of the rules

57 If it is wished to make the object emphatic, it may be placed first, as, *All these forces* he routed with a handful of men

58 If it is wished to make any particular adjunct emphatic, it may be placed first, as, *With a handful of men* he routed all these forces

59 OBS —In the languages (Latin, for example) there are various other ways of making a word, phrase, or clause emphatic, but in English, the principal way is by placing it at the *beginning* of the sentence

60 The first place in the sentence ordinarily belongs to the subject, if the subject is displaced by any other part, that part immediately becomes emphatic

*It is—It was **

61 The other way of making a word or phrase emphatic, is by the form *it is*, or *it was*, as, *It was* with a mere handful of men he routed all these forces. Then it rather gives *additional* emphasis to the word or phrase, which is *already* made emphatic by being placed first

62 OBS —The words, *It is*, *it was*, may be put before any number or person. We may say, *it is I*, *it is thou*, *it is we*, *it is you*, *it is they*, as well as *it is he*, or *it is she* —(Gr 287)

63 “*They are they* which testify of me,” would now be written, “*It is they* which testify of me” —Abp Whately

EXERCISE XXIV

63 Write the following sentences in two or more forms, making the words emphatic in each respectively, as marked. —

EXAMPLE.—Milton wrote the *Paradise Lost*.

Emphatic Form — (1) *It was* Milton wrote the *Paradise Lost* (2) *It was* the *Paradise Lost* that Milton wrote

One form

(1) Mutual respect makes friendship lasting

Two forms

(1) Milton wrote (2) the *Paradise Lost* — (1) Dryden translated (2) the *Æneid* — (1) We must meet the enemy (2) with a bold heart — (1) Scipio conquered (2) Hannibal — (1) Dionysius, tyrant of Syracuse, entertained (2) Plato kindly — (1) Homer sang (2) the wanderings of Ulysses — (1) Hipparchus first

* Strictly speaking, the sentences preceded by *It is* and *It was* are complex sentences, but it is better, on the whole, to have together all the ways in which a word or phrase may be made emphatic

brought (2) the poems of Homer to Athens — (1) Ulysses was wounded (2) with the lance of Hector

Three forms

(1) Alexander conquered (2) Darius (3) at Arbela. — (1) Cimon conquered (2) the Persians (3) twice in one day

There

64. In almost any sentence the subject may be thrown after the verb by prefixing the word *there*, as, A thick mist arose from the valley, = There arose a thick mist from the valley

65 The inversion of the subject with *there*, draws attention to the subject, but does not make it so emphatic as the inversion with *it is* or *it was*

EXERCISE XXV

☞ (a) Invert the following sentences, with *there* —

A large dark cloud passed over our heads Great thick rain-drops fell, warning us of an approaching storm A band was on board the steamer Thunder was heard in the night. No one was present An eagle was seen on the rock Many lions we found in Africa A flag is flying on the steeple A very large comet was seen in 1680

(b) Disinvert the following sentences, omitting *there* —

EXAMPLE — There was a man in the room A man was in the room

There was a man in the room. There is no account yet received There came a voice from heaven, saying, "Thou art my beloved Son" There is no man more contemptible than a coward There are crocodiles found in the Nile There are griffes in the African deserts There was a report in circulation to that effect

ORDER OF THE ADJUNCTS OF ENLARGED SENTENCES

66 The order of the adjuncts belonging to a simple sentence may frequently be changed, in order to give variety to the construction, and without any view to emphasis

EXERCISE XXVI

Change the order of the words in the following enlarged sentences in as many ways as you can —

EXAMPLE —The lively Robert went out early in the morning with light step into the garden

EXPL —The order of this sentence may be changed to (1). Early in the morning the lively Robert went out with a light step into the garden Or (2), With light step the lively Robert went, &c Or (3), The lively Robert went out with a light step into the garden early in the morning Or (4), The lively Robert with light step went, &c Or (5), The lively Robert went out into the garden early in the morning with light step &c

At the dawn of day she ascended the hill with a merry heart in company with her brother

In a pensive state of mind the youth strolled along the banks of the river in the evening, at a very gentle pace

For near a week we were becalmed in the open Pacific, in a ship almost entirely destitute of provisions

The field this year yielded a much better crop, through the exertions of the proprietor

Swallows in the autumn migrate into warmer climates

He reads every morning after breakfast regularly ten pages of Cicero

The boy threw himself into a violent heat yesterday by jumping in the garden

In the year 1666 London was destroyed by the great fire

At noon, on account of the heat of the sun, the cattle seek the shade

Nelson died at Trafalgar in the arms of victory

For the sake of your future happiness, never, in youth, give way to idleness

On the margin of a lake among our English hills, Wordsworth, one of our greatest poets spent an old age of tranquillity and happiness

In summer he plays in the shade, at noon, on account of the heat

Mr Pope, in his last illness, amused himself, amidst the care of his higher concerns, in preparing a corrected and complete edition of his writings — *Warburton*

I COMPLEX SENTENCES

67 A Complex Sentence contains at least two sentences, a Principal sentence, and an Accessory sentence

ACCESSORY SENTENCES

68 There may be two or three Accessory Sentences attached to a principal sentence

69 An Accessory sentence (a) may separately express a complete thought, as, *The bird flies* and the *fish swims* or (b), it may not separately express a complete thought, but be dependent on the other, the Principal sentence, as, *I will come when I am ready*

EXPL.—In the first complex sentence, the words, *the fish swims*, express a complete thought, as much as the words, *the bird flies*. They form, therefore, what is called a Co-ordinate sentence. *The bird flies* is called the principal sentence, only because it takes the lead. But in the last complex sentence, the words, *when I am ready*, mean nothing, if separated from the principal sentence, *I will come*. They therefore form what is called a Subordinate sentence

70 OBS.—A Co-ordinate sentence may be regarded as only externally attached to the principal sentence, whereas a Subordinate sentence belongs internally (logically) to the principal sentence

71 Accessory sentences then are of two kinds
 1 Co-ordinate *
 2 Subordinate †

* From *ordo*, order or rank, and *con*, with. A co-ordinate sentence is one which takes rank in value *with* another

† From *ordo*, order or rank, and *sub*, under. A subordinate sentence takes rank in value *under* another

CO-ORDINATE SENTENCES

72 Co-ordinate Sentences are distinct. They stand, so to speak, alongside one another, each part makes a complete sense of itself, and an allowable sense under the circumstances. The two component sentences are joined together by Particles, Connective, Antithetical, or Illative

KINDS OF CO-ORDINATE SENTENCES

73 Connective^{*} particles are little words which merely join together two words or sentences, as, *and, also, too*. Sentences thus joined by these particles are called Connective sentences

74 Antithetical[†] particles are words which put one sentence in opposition to another, as, *but, whereas, however*. Sentences thus joined by these particles are called Antithetical sentences

75 Illative[‡] particles are words which infer one thing from another, which introduce a sentence where a conclusion is drawn, as, *for, because, since*. Sentences thus joined by these particles are called Illative sentences

* From *necesse*, I tie, and *con*, together. Connective sentences then are merely as it were *tied together*

† From *thesis* (θέσις) a placing, and *anti* (αντι) against. Antithetical sentences are such as are *placed*, in sense, *over against* each other.

‡ From *infero* (participle *illatus*), I infer. Illative sentences are such as come by way of *inference* from the principal sentence

SUBORDINATE SENTENCES

76 Subordinate Sentences are not distinct. They are necessary to one another. Each part does not make a complete sense of itself. The two component sentences are joined together by other particles, as, *that, if, when, &c*. The sentences so joined are (1) Subject sentences, (2) Object sentences, (3) Adjective sentences, and (4) Adverbial sentences. That is, they are Noun sentences, Adjective sentences, or Adverb sentences. The Noun Sentences may be Subject or Object Sentences.

77 In other words, an Accessory Sentence is Subordinate when it is equivalent to a noun, an adjective, or an adverb. It is Co-ordinate when it is not equivalent to a noun, an adjective, or an adverb.

78 A Co-ordinate Sentence then, as stated above, may be regarded as only *externally* attached to the principal sentence, whereas a Subordinate Sentence belongs *internally* to the principal sentence.

KINDS OF SUBORDINATE SENTENCES

79 (1) A Subject Sentence is one which stands as the subject of the principal sentence, as, *That you know it* is clear.

EXPL.—Here the sentence, *That you know it*, stands simply as the subject of the verb *is*. What is clear? *This* = that you know it.

80 (2) An Object Sentence is one which stands as the object of the principal predicate, as, I see *that you know it*.

EXPL.—Here the sentence, *That you know it*, stands as the object of the verb *see*. What do I see? *This* = that you know it.

81 (3) An Adjective Sentence is one which stands as an adjective or attributive to some word, and may be regarded as equivalent to an adjective, as, The tree, *which you planted*, is flourishing.

EXPL —Here the words *which you planted* are equivalent to *planted by you* They stand as an attributive or adjective to the noun *tree*, distinguishing it from other trees, and so the sentence is called a Subordinate Adjective Sentence

82 (4) An Adverbial Sentence is one which stands as an adverb, specifying some circumstance of place, time, &c ; as (*Place*) He lives *where he pleases* (*Time*) He comes *when he pleases* (*Manner*) He comes *as he pleases* (*Cause or Purpose*) He comes *that he may see me*

EXPL —Here the words in italics answer respectively the adverbial questions *Where ? When ? How ? Wherefore ?*

<i>He lives</i>	where ?	<i>where he pleases</i>
<i>He comes</i>	when ?	<i>when he pleases</i>
<i>He comes</i>	how ?	<i>as he pleases.</i>
<i>He comes</i>	for what ?	<i>that he may see you.</i>

These adverbial sentences might be replaced by common adverbs we may say, He lives *there*, He comes *often*, He comes *therefore*, or, *Therefore* he comes

83 The same words may in different examples form a sentence of different character The words *when he comes*, for instance, might be a Noun sentence or an Adverb sentence Which it is, is determined by the question which it answers If it answers the question *what ?* it is a noun sentence, if it answers the question *when ?* it is an adverb sentence Thus,

I do not know	what ?	when he comes
I will not stop	when ?	when he comes

In the former example, *when he comes* is a noun sentence, and might be supplanted by *that* or *this*, as, I do not know *that*—(what? *when he comes*) Here it is a noun sentence, -an object sentence In the second example, *when he comes* might be supplanted by *then*, as, I will not stop *then*—(when? *when he comes*) Here it is an adverb sentence

84 The same rule for distinguishing the character of a subordinate sentence applies to Sentences of Place, Manner, &c, in the same way Thus,

CO-ORDINATE SENTENCES

(1) *Connective*

Read §§ 72, 73, 74, and 75

EXERCISE XXVII

✎ (*) Add to the following a Co ordinate sentence —

EXAMPLE —The boy is not only clean (he is diligent *also*)

Note —Use any of the connective particles given above in (86)

Note II —The sentences supplied must not be contracted
Each must have its own subject

The horse serves for riding () Cats catch mice ()
 Some books are not only amusing () Caesar was not only
 a great writer () Lord Bacon was not only a great
 lawyer () I have neither seen your friend () The
 turkey was introduced from America* ()

(°) Make complex sentences, with a principal and a co-ordinate sentence, like the following —

EXAMPLE —The binder binds *not only* new books, he *likewise* mends old ones

The baker The blacksmith The glazier The saddler
 The coachmaker The tailor The bricklayer The soldier

(°) Make eight like the following —

EXAMPLE —Birds not only please us with their song, they are useful also in killing insects

The ass The dog Horses Cows Trees Ships The
 wind The steam-boat

(2) *Antithetical*

Read §§ 72, 73, 74, 75

EXERCISE XXVIII

✎ (*) Add suitable Antithetical sentences to the following principal sentences —

EXAMPLE —The lion is small, but it possesses great strength

The nightingale has not a beautiful plumage, but ()
 Oxen are often used for draught in the country, but ()
 Walnuts are very nice, but () Truth needs not many

* Alexander sent the peacock to Europe from North Western India

words, () on the contrary () Some kinds of wood are not useful for building, nevertheless () Though England is a small country, yet () Your father is an excellent man, otherwise () The Portuguese discovered the Cape of Good Hope, and yet () At the time of the Roman Conquest the Britons were the only inhabitants of this island, whereas ()

(^o) Add suitable antithetical sentences —

Virtue brings happiness, but (vice) () Children ought to be cheerful, but () Medicines are generally very disagreeable; yet () The affliction was heavy, nevertheless () We must use great diligence in our studies, else () We must worship God in spirit and in truth, otherwise () The wound must be promptly attended to, or () A penknife must be sharp, or () The house was in flames, yet () Time is precious, and yet () The horse is restive, the groom, however, ()

(^e) Make twelve sentences from the Bible history, containing antithetical sentences like the following —

EXAMPLE — Jesus wrought many miracles, nevertheless the Jews would not believe

(3) Illative

Read §§ 72, 73, 74, 75

EXERCISE XXIX

(*) Add suitable illative sentences, like the following —

EXAMPLE — The boy is idle (*therefore* he does not get on)

Note — Use any of the illative particles given in (86)

The tradesman is honest and straightforward, therefore () The day was unfavourable, accordingly () The point of the needle is broken, so () The boy has neither father nor mother, so () The girl is more attentive, consequently () He is often away from school, and so () The snow was so deep that () He spoke with much ill temper, consequently () The wood is so very hard that () On all occasions he speaks the truth, therefore () Be virtuous, and then ()

(^e) Prefix principal sentences to the following illative sentences

() and so he is pleased () and therefore he naturally supports his cause () consequently the ship ran aground (), therefore I left him (), so we could not hear her (), and now she is in want (), and so he was nearly drowned () and thereupon I left him () and so we could not see him

CONTRACTED SENTENCES

89 Co ordinate sentences are often contracted, that is, one of the two has (1) the subject, (2) the predicate, or (3) the object omitted, it being already expressed in the other (1) Thus we say, *The child laughs and talks* it is not necessary to say, *and the child talks* The subject, *the child*, is already expressed in the first part (2) So we say, *The boy and the girl laughed* it is not necessary to say, *the boy laughed and the girl laughed* It is enough to express the predicate *laughed* in one part (3) So we say, *he struck and killed the dog* it is not necessary to express the object, *the dog*, twice It is enough to express it in the second part If the object is expressed in the first part, it is then generally represented by a pronoun in the second, as, *He struck the dog and killed it*

90 A contracted sentence then may have —

(1) Two or more predicates, as, *The child laughs and talks*

EXPL — This is equivalent to *The child laughs and the child talks* So, It was not only instructive but [*it was*] amusing

(2) Two or more subjects, as, *The boy and the girl laughed*

EXPL — This is equivalent to *The boy laughed and the girl laughed*

(3) Two or more objects, as, *He drinks not wine, but water*

EXPL — This is equivalent to *He drinks not (or does not drink) wine, but he drinks water*

(4) Two or more adjuncts, the (a) subject or (b) object being omitted, as, (a) A useful not a handsome horse is what he wants (b) He has not a handsome but a useful horse

EXERCISE XXX

1. (1) Contract the following sentences —

(a) The dog barks and the dog bites The gardener has been weeding and the gardener has been sowing to day King

Alfred was great and King Alfred was good The horse-chestnut is beautiful, but it is not useful Virgil was born at Mantua, and Virgil died at Brundisium Christ's Hospital was founded by Edward the Sixth, and Christ's Hospital was endowed by Edward the Sixth

(^a) Write twelve other sentences with two predicates to one subject —

(²) Contract the following sentences —

(*) The boy laughed and the girl laughed The dog is a domestic animal and the cat is a domestic animal Caesar was a great warrior and Pompey was a great warrior Chaucer lived in the 14th century and Shakspeare lived in the 16th century The trade winds blow in the Atlantic Ocean and the monsoons blow in the Indian Ocean Pharisee was the name of a sect, Scribe was the name of an office

(^b) Write twelve other sentences with two subjects and one predicate —

(3) (*) Contract the following sentences —

You should love your brothers and you should love your sisters The fire destroyed the dwelling-house, and the fire destroyed the outhouses (Use *as well as*) I saw your cousin, but I did not see your brother The elephant has a short neck, and the elephant has a long trunk England abounds in metal, and England abounds in coal Nelson conquered the French at the Nile, and Nelson conquered the Danes at Copenhagen Sir Walter Scott wrote the Lay of the Last Minstrel, Sir W Scott wrote the Lady of the Lake, and Sir W Scott wrote Marmion

(^b) Write twelve other contracted sentences with two objects —

(4) (*) Contract the following sentences —

A useful horse, not a handsome horse, is what he wants The reindeer is a large animal and a useful animal He writes quickly, and therefore he writes carelessly Act honourably in the light, and act honourably in the dark Fabricius was a great man and a good man It is a large building, but not an elegant building Work with cheerfulness, and work with perseverance, if you wish to succeed I entered on a wild country and on a desert country The work was written hastily, and consequently it was written imperfectly The army made a most brilliant movement, and a most successful movement

(^b) Write twelve other contracted sentences with two or more adjuncts —

EXERCISE XXXI.

(1) *Connective*

83 (*) Make twelve complex sentences, containing each a contracted connective co-ordinate sentence —

EXAMPLE — I went to the Museum last week, as well as to the National Gallery

(2) *Antithetical*

(*) Make twelve complex sentences, containing each a contracted antithetical co-ordinate sentence —

EXAMPLE — Buonaparte was sent to Elba, but did not stay there

(3) *Illative*

(*) Make twelve complex sentences, containing each a contracted illative co-ordinate sentence —

EXAMPLE — Washington was an honourable man, and so had the confidence of his countrymen

Not only

91 The position of the words *not only* is very important. There are few phrases in which inaccuracy is more frequent. An improper placing of these words destroys the clearness, the compactness, and the force of the sentence, and, though sometimes found, as it must be confessed it is, in standard writers, ought to be avoided, not imitated.

In the sentence, *George has been talking all the morning*, insert *not only*, and according to the place where you insert it will be the words to be supplied at the end in order to complete the sense. Thus,

(1) Not only *George* was talking all the morning [but *Friederick* too]

(2) *George* was not only *talking* all the morning [but *playing*]

(3) *George* was talking not only *all the morning* [but *all the afternoon*]

92. The words *not only* are put before the word which is to be made emphatic, and is to have an antithetical sentence at the end. Thus, in the first sentence, *George* is the emphatic word, and the contrast is

Not only *George*—but *Friederick*

In the second, *talking* is the emphatic word, and the contrast is —

Not only *talking*—but *playing*

In the third, *all the morning* are the emphatic words, and the contrast is —

Not only *all the morning*—but *all the evening*.

In these sentences the position of the particles cannot be changed without destroying or altering the sense intended

EXERCISE XXXII.

137 (a) Supply the necessary words —

1 Not only the king entered the city, but () The king not only entered the city, but () The king entered not only the city, but ()

2 The sportsman not only shot the bud, but (). The sportsman shot not only the bird, but ()

3 This class has read not only the 6th book of the *Æneid*, but () This class has not only read the 6th book of the *Æneid*, but () Not only this class has read the 6th book of the *Æneid*, but ()

4 The general was not only wiser than the troops, but () The general was wiser not only than the troops, but ()

5 Cicero was not only a great orator, but () Not only Cicero was a great orator, but ()

6 The highwayman not only robbed the gentleman, but () The highwayman robbed not only the gentleman, but () Not only the highwayman robbed the gentleman, but ()

7 The lightning struck not only the man, but (). The lightning not only struck the man, but ()

QUESTIONS, &c.

What are subordinate sentences? (76, 77)

How many kinds of subordinate sentences are there? (76.)

What is a noun sentence? (76)

How many kinds of noun sentences are there? (76.)

Define them (79, 80)

What is an adjective sentence? (81)

What is an adverbial sentence? (82)

How many kinds of adverb sentences are there? (82)

Name and define them (82)

SUBORDINATE SENTENCES.

Read §§ 76 to 85

(1) NOUN SENTENCES

93. Noun Sentences may be either (a) Subject Sentences, or (b) Object Sentences

(a) SUBJECT SENTENCES

Read § 76

94 A Subject Sentence begins with,—

95 (a) The conjunction *that*, or *whether*, as, *That you know it*, is clear *Whether he did it*, is uncertain

EXPL.—These words are used when the subject sentence is equivalent to an abstract noun Thus, *That you know it* is equivalent to *your knowledge of it* So, *That the boy is diligent* delights his father = *The diligence of the boy* delights his father

96 (b) A relative, as, *Who did that* is uncertain *Whatever is*, is right *Whose book that is* does not concern you .

EXPL.—These subject sentences, *Who did that*, *Whatever is*, *Whose book that is*, respectively begin with the relatives *whoever*, *whatever*, *whose*

97 (c) A relative adverb or conjunction, *where*, *when*, *how*, *wherefore*, *why*, as, *Where it was done* is important

EXPL.—These words are used when the subordinate sentence expresses a subject of place (*where*), of time (*when*), of manner (*how*), or of cause, &c. (*wherefore*, *why*)

EXERCISE XXXIII

88 (a) Turn the words in *Italic* into subject sentences —

EXAMPLE —*The recovery of the uncle* is still doubtful —changed to Subject Sentence,—*Whether the uncle will recover* is still doubtful

His skill in medicine is well known *Your great talent for mathematics* is known to every one *The fixedness of the sun's position* has been proved *The roundness of the earth* is clearly proved *The desirableness of such a measure* is obvious to all *The cleanliness of the servant* pleases the master

- (¹) Express the words in *Italic* by a subject sentence as above
 (b) —

EXAMPLE — *The architect of that building* must have been a man of taste — changed to Subject Sentence, — *Whoever designed that building* must have been a man of taste

The author of that work was certainly a man of learning
Your present acquirements are nothing *The inventor of letters*
 is not known *Your writing* looks neat *That which is*, is right
The statement that was made does not affect you *The speeches*
made in the House last night were much to the purpose *That*
which is past is well stored, *that which is to come* is in wiser
 hands than ours

- (^c) Turn the words in *Italic* into subject sentences, as above
 (c) —

(PLACE) — *The place to which he is gone* is a secret *The*
place the enemy came from is doubtful *The situation of Nineveh*
 can now be determined with certainty *The port the*
 fleet is bound for is a secret *The landing-place of Caesar* is
 somewhere between Deal and Dover *The birth-place of Homer*
 is uncertain

(TIME) — *The period in which Job lived* is uncertain *The*
time in which Homer lived has been a subject of dispute. *The*
time at which the cathedral was built is not a matter of history

(MANNER) — *The manner in which Romulus died* is unknown *The manner in which he should act* is clear; *the manner in which he will act* is another question

(CAUSE, &c) — *The reason of his taking all that trouble* is a matter of mystery *On what account he is so attentive* is now evident *The reason of the moon's reflecting light and not reflecting heat* has not been well explained *For what reason he should try to deceive me* is strange

98. (d) Frequently the word *it* is used at the beginning of a sentence, and the subject sentence is then thrown last; as, *It is surprising that he did so,* = *That he did so is surprising* So, the word *for* with the infinitive is used, as, *For him to do so was very wrong.* = *It was very wrong for him to do so*

EXERCISE XXXIV

§§ Add suitable subject sentences or infinitive clauses —

It was very unfortunate () It was quite right ()
 It was customary for () It does not look respectable
 () It is quite allowable () It is desirable ()
 It is very sad () It is quite possible () It is cer-
 tain () It is probable () It is known () It
 has been well ascertained () It was necessary for
 () It should be well known () It is not becoming
 a man of rectitude ()

EXERCISE XXXV

§§ Prefix suitable subject sentences —

EXAMPLE —(That all must die) is undeniably certain.

That —() is undeniable () is wonderful. ()
 must excite our surprise () is allowed by all

Whether —() is a matter of indifference () is
 immaterial () is of no consequence () is quite
 unimportant

Whoever, whatever, &c —() is to be relied on. ()
 is a man of genius () is worth doing well () can-
 not now be discovered () displayed great taste

Where, when, &c —() is of little importance ()
 is not yet determined () has puzzled many ()
 is easily seen () is of no moment () is now seen

It —() that the higher we go up a mountain the colder
 it is () that it will rain to-morrow () for them to
 make such an assertion () to look before you leap

(b) OBJECT SENTENCES

Read §§ 76 to 85

99 An Object Sentence is united to a principal sentence,—

100 —(a) By the conjunctions *that* or *whether*, as, I see *that you know it* I do not know *whether he did it*

EXPL.—Here the words *that you know it*, and *whether he did it* stand as nouns respectively, as they did in the examples above (95), but here they stand as objects, there as subjects.

101. (b) By a relative, as, I admire *whatever he writes*

EXPL.—Here the word *whatever* is equivalent to *that which*, and the clause is the object to the verb *admire*

102 (c) By a relative adverb or conjunction, as, *where, when, how, wherefore, why*, as, I have heard *where it was done* We know *why it was done*

EXPL.—Here, *where it was done* is equivalent to *the place of its being done*, *why it was done* is equivalent to *the reason of its being done*, and these clauses are the objects respectively of the verbs *I have heard* and *we know*

103 Note.—When the object sentence begins with *that*, the *that* may be omitted, as, *I know that he went*, may also be *I know he went*, or (inverting the order), *He went I know* (Gr 297)

EXERCISE XXXVI

23rd (*) Turn the words in *Italic* into object sentences —

EXAMPLE.—The physician predicted *the recovery of your father*, changed to Object Sentence,—The physician predicted *that your father would recover*.

We should always remember *the omnipresence of God* Christianity enjoins upon us *the love of our enemies* Most people wish *a long life* The parents wish *the happiness of their children* The Jews still expect *the coming of the Messiah* Do you not recollect *a visit to Bayham Abbey?* Shall I help you? for I see *your perplexity* I know *his love for you* He does not deserve *such a reward* (use *that*) I have not heard *about your having a holiday* (use *whether*)

(*) Turn the words in *Italic* into object sentences as above (b) —

EXAMPLE.—I heard *his statement*, changed to Object Sentence, —I heard *what he stated*

Be content with *your possessions* Disregard *a flatterer's words* Send *anything* Ask *anything* Do not covet *the property of another* I saw *that occurrence*

(c) Turn the words in *Italic* into object sentences as above (c) —

(PLACE).—An orderly person knows *the place of everything* I cannot make out *the place of his abode* They have ascertained *the place at which Mungo Park was killed* I have seen Stratford-upon-Avon, *in which*, you know, Shakspeare

was born Tell me *the place a man is often found in*, and I will tell you his character

(TIME)—*The time of his departure (past) I do not know We do not know the hour of our death I have not heard the day of his expected arrival Do you not know the period at which Alfred lived? Ascertain at what time the train leaves A prudent man understands the time to speak and the time to be silent*

(MANNER)—I cannot say *in what way* the parcel will be sent We know *in what manner* Cæsar died A true orator knows *the best mode of influencing his hearers* Do you observe *in what an awkward manner* she walks?

(CAUSE, &c.)—I understand *on what account* you say so We know *on what account* fishes are furnished with air-bladders *His reason for saying so* I cannot discover History tells us *what part of the city was destroyed by the great fire* Assef lets us know *what an excellent king Alfred was**

(4) Add suitable object sentences —

That—I wish () We expect () He knows () I believe ()

Whether—See () I cannot say () They should know () The medical attendant ought to say () Will you learn ()? The artist cannot inform me () It is difficult to say ()

What, whatever—I shall attend to () The coachman ought to know () We see by the telescope () I cannot make out () It is always dishonest to say () It is sometimes imprudent to tell () I cannot learn ()


Where, when, &c—I shall know () I will inform you () I must find out () I cannot understand () We did not observe () Will you show me () Necessity taught Robinson Crusoe () I should like to be shown () That idle boy knows () Let me hear ()

104. Frequently a sentence quoted from another stands as the object as, Solomon said, *The fear of God is the beginning of wisdom* Ledyard, the distin-

* It will be seen that some of the sentences of this Exercise, like the last, are already Object Sentences It is nevertheless desirable that the pupil should be practised in changing an object sentence of one kind into that of another

guished traveller, has said, *To a woman I never addressed myself in the language of decency and friendship, without receiving a decent and friendly answer* These words may be put in another order; as, The fear of God, said Solomon, is the beginning of wisdom

EXERCISE XXXVII

 Write, from the Bible History, twenty sentences, with introductory sentences —

EXAMPLE —God said, Let there be light

(2) ADJECTIVE SENTENCES

Read §§ 76 to 85

105 An Adjective Sentence is distinguished,—

(^a) By a relative pronoun, *who, which, that*; as, The tree *which I planted* is grown to a great size The book *that you were reading* is lost

EXPL.—The sentence *which I planted* defines *the tree*—shows that the assertion belongs to that tree and no other It therefore in some sense qualifies it, and so partakes of the nature of an adjective So, *that you were reading* defines or qualifies the word *book* Both these then are Adjective Sentences

A large tree was blown down What tree was blown down? *A large tree*. Here we get the adjective by using the interrogative *what* before the noun So, in the sentence, *The tree which I planted is blown down*, we might say, *What tree is blown down?* and the answer would be, *The tree which I planted* The words *large* and *which I planted*, therefore, serve the same purpose to the word *tree*, and that purpose is to define it. *Large*, however, is a mere adjective, but *which I planted*, as it makes an assertion, is an adjective sentence

Q—When is *that* used, and when *who* or *which*? (Gr 270)

106 (^b) By a relative adverb *where, when, as, why, wherefore, whereby*, as, He described to me the place *where he lived* He did not mention the day *when he would call*

EXPL.—In the first sentence the noun *place* is defined or qualified by the sentence *where he lived* This, then, is an adjective sentence So, too, the words *when he would call* qualify the

word *day*, inasmuch as they show that the assertion of the principal sentence belongs to one day as distinguished from others.

107 (°) By a conjunction, *that*, or *whether*, as,
You have a notion *that toads are poisonous*

EXPL.—The word *notion* is qualified by the sentence that *toads are poisonous*. This is, therefore, an Adjective Sentence.

108 OBS.—(1) The relative is often omitted, and the preposition, if there was one, is thrown at the end of the clause, as, The book of which you were speaking is sold, may be, The book you were speaking of is sold (Gr 294)

109 (2) It is perfectly correct to use *whose* as equivalent to *of which*, as well as *of whom*. It was used so in Old English, and is still by all our best writers

EXERCISE XXXVIII

(1) Change the words in *Italic* into adjective sentences —

A flower *reared in a room* cannot bear the cold nights. A person *of limited powers* may make up for want of talent by diligence. The fruit of a tree *always standing in the shade* is not rich. An *unfruitful tree* is fit to be cut down. A city *set on a hill* cannot be hid. The rainbow *seen yesterday evening* was very beautiful. The Antioch *in Syria* was larger than that of Pisidia. The *highest flying vulture* is called the condor. The person *apparently offending* was only secured for the trial of this day. Imbue yourselves with the sound philosophy of later days, that you may walk unhurt through the trials *awaiting you*, and may look down upon the ignorance and error *surrounding you*, not with lofty and supercilious contempt, as the sages of old times, but with the vehement desire of enlightening those *wandering in darkness*, and who are by so much the more endeared to us, by how much they want our assistance — Lord Brougham

(2) Add suitable adjective sentences to the words in *Italic* —

The boy () is not likely to make much progress. The plant () will not flourish. A bird () cannot fly. A watch () will not go. The book () wants binding. The cloak () is too heavy. The door () is made of mahogany. The bell () has a good tone. The house () is too large for you. The horse () has no vices. The book () is very instructive. My brother () related to me a story (). The salt () is found in the sea and in rocks. A strain () prevented my acknowledging the favour of your obliging letter. Let those () be induced to become more active and vigorous in the discharge of their duty.

(5) Make twenty Complex Sentences, containing Adjective Sentences with the relative omitted, ten with a preposition, and ten without —

EXAMPLES — The house *you spoke of* is sold.
The house *you saw* is sold

But.

110. The word *but* is often equivalent to a relative and negative, as, *There is no one but would say you are right*

EXPL. — This is equivalent to *There is no one who would not say you are right* Probably we ought to consider the relative as simply omitted in phrases of this kind, as it is in so many constructions

111. *But what* is often equivalent to *that* .
not after know, be certain, &c , as *I don't know but what you are right* *I am not certain but what you are right*

EXPL. — These sentences are equivalent to,

I don't know	}	that you are not right
I am not certain		

but this idiom implies a suspicion that the person is right.

I don't know but what	}	= I am inclined to think that
I am not certain but what		

That is often used in the same way; thus, *I don't know but that you are right*

EXERCISE XXXIX

§37 Turn the words in Italic into the equivalent constructions —

(1) There is not one among you *who does not see* the justice of these remarks I know no individual *who does not think* he best understands his own interest There are few books *which do not furnish* something worth remembering Not a precipice, not a torrent, not a cliff, *which is not pregnant* with religion and poetry

2 I don't know *that it will not* be so He wishes us to accompany him to France, and we are not certain *that we shall not do so* Nothing has happened to me *that has not happened* to men better than myself I have met with nothing *which I was not prepared for* Venture in opinion on no subject *which you do not understand* I cannot believe *that I should not* know you, notwithstanding all that time may have done

(3) ADVERBIAL SENTENCES

Read §§ 76 to 85

112 Adverb Sentences are sentences equivalent to Adverbs, respectively, of Place, Time, Manner, Cause

(a) PLACE

113 An Adverb Sentence of place is attached to a principal sentence by one of the relative adverbs of place (§ 42)

EXERCISE XL

 Add or prefix suitable adverbial sentences of place —

EXAMPLE — *Where the body is, there the eagles are gathered together*

EXPL — The eagles are gathered together,—where? *where the body is* This then is an adverbial sentence

() there is true happiness He had just been ()
Go () You cannot reap () Flowers will not grow
() You may walk about () Christianity has been
taught () () there will the heart be also We must
remember that God sees us () You ought to go ()
I shall be happy to entertain my sister () () he
causes gladness () I will go, () I will lodge,
() I will die Love truth ()

(b) TIME

114 *Time* is either present, past, or future and Adverb Sentences of Time are distinguished by particles accordingly

PRESENT	PAST	FUTURE
while	after	before
when	after that	ere
as	when	till
whilst	since	until
as long as	just as	when
so long as	just when	
now that	scarcely	when, before
	as soon as	
	no sooner	than

EXAMPLE.—You can write *while I am reading*

EXPL.—You can write—when? *while I am reading* Thus then is an Adverbial Sentence of Time

115 OBS.—The words *when, that, as, after*, are frequently omitted after the words *directly, immediately, as, Directly (that)* he had heard of it he wrote. *Immediately (that)* he saw it he spoke of it

EXERCISE XLI

☞ (*) Add or prefix suitable adverb sentences of time

Note.—You must not make use of the same particle too often.

() it thundered. () the wise men inquired for the new born king of the Jews () his disciples fell asleep () Noah went into the ark () the ark remained fixed on a mountain in Armenia. () Noah went out of the ark. () the sun was darkened () Jesus said, Behold an Israelite indeed, in whom is no guile

() he set out. () the blossoms begin to appear () the larks and other migratory birds come back to us () the fruit falls off the tree The flowers are most beautiful () Most animals are playful () Scarcely had she entered the room () Temptation is often overcome (use *as soon as*) No one should expect to be quite without care () () I shall have no more anxiety () The Babylonian Empire was destroyed () You will lose the esteem of others ()

(*) Write five sentences for each of the particles of Present time.

(*) Write three sentences for each of the particles of Past time.

(*) Write four sentences for each of the particles of Future time.

(c) MANNER

116 *Manner* may imply either similarity, comparison, or effect And the particles of Manner are so arranged

SIMILARITY	COMPARISON		EFFECT
as	as	as	that
as if	so	as	so that
as though	the more	the more	
	too (<i>with an infinitive</i>)		

EXAMPLES

Similarity—He speaks *as he thinks*

Comparison—He writes *as fast as he thinks*

Effect—He writes *so that no one can read*

EXPL—He speaks—how? *as he thinks* Thus then is an Adverbial Sentence of Manner

EXERCISE XLII

✎ Add or prefix suitable Adverb Sentences of Manner,—

(*Similarity*)

Act () Live () You will reap () He looks () Does not that horse pant ()? He works () He was walking () He speaks with an air of authority () Do to others ()

(*Comparison*)

(*) The river is as deep () The water can only flow as fast () Learn as much () My pen is too soft (), One can only do () The house is as big () The citron is too delicate () The field was too stony () The plant has too many flowers ()

(*) The better a man performs his duties () The more temperately a person lives () The higher the sun is at mid-day () The sharper a knife is () The older we become () The more you spend () The greater one's possessions are () The oftener I see him () The more I read that book () The tongue is like a race-horse, which runs the faster () The more diligent he is ()

(*) He is too old () The house is too large () He is too lazy () The invalid is too weak () The river is too deep () He is too kind ()

(*Effect*)

The storm was so violent () The heat was so intense () The Thames was frozen over so hard in the year 1814, () No one is so old () The room was so warm () The exercise is so badly written () The night was so cold () The boy was so diligent () The humming bird flies so swiftly ()

(^{aa}) Add or prefix suitable adverb sentences of cause or condition —

The fruit falls, () We predict a fine day, ()
I shall take my umbrella () Your uncle has helped
me () (use *as far as*) () your statement is cor-
rect (use *so far as*) () he may count on my support
(use *in as far as*) Most men would be successful in life
() Archimedes said he would move the world ()
(use *supposing*) *

(^{bb}) Add to the following adverb sentences suitable principal sentences —

Provided it be fine () Supposing he agrees to it
() () if you live happily () if the wind
and tide serve Provided he can find it () ()
unless the weather is fine () because I cannot help it
() in case he should call when I am away ()
supposing I cannot go by coach

118 A Condition is expressed in the form of a question sometimes as, *Does it snow*, he says it is warm. *Is he wearied*, he still does not complain

(^{bc}) Form six sentences with a Condition expressed by a question —

119 A Condition is expressed by the imperative mood sometimes as, *Do no harm*, and nothing will harm you *Love God*, and God will love you

(^{bd}) Form six sentences with a Condition expressed by an imperative —

(^{ce}) Add suitable adverb sentences of Motive or Purpose —

We sow () The invalid takes medicine ()
The fire is lighted () Thou shalt honour thy father and
thy mother () The avaricious serve others ()
We eat () we do not live () The youth is
diligent in his studies () Live virtuously in this life
()

120 The Infinitive is used to express a purpose

(^{cd}) Change the form of the following sentences, omitting the relative —

* "I will move the world if I have a fulcrum to fix my lever on "

The boy has no one *to whom to write* The Ouse is a noble river *in which to bathe* I have no rule *by which to go* We have a clear path of duty *in which to walk* There are many good places *from which to start* He does not go to London, because he has no object *for which to go* The path is the place *in which we should walk*

(⁴²) Add to the following adverb sentences of Concession, suitable principal sentences —

Although he is clever () However I may exert myself () Whatever he may say () Notwithstanding the tiger is so ferocious () Though the sun is of such immense size () Whatever may be his influence () However amiable your sister may be () Although the elephant is so very strong ()

Note — Yet is often omitted in the second clause


(⁴³) Turn the phrases in *Italic* into adverb sentences —

Notwithstanding his great power he was not safe *With all his riches* he was not happy *Notwithstanding his wealth* he is little respected *Notwithstanding the immense wealth and power of England*, many of her children are in the deepest poverty *In spite of the boy's dulness* he succeeded through perseverance *Without contentment* no possessions or power will satisfy a man

ABRIDGED SUBORDINATE ADVERBIAL SENTENCES

121 An Adverbial Sentence may be abridged by having the verb omitted, and the conjunction coming next to the predicate (*i.e.* the adjective or participle), as, *While riding along*, I observed a man by the road-side This is equivalent to *While I was riding along*, &c

EXERCISE XLIV.

 Abridge the following Adverbial Sentences —

Though he was aware of the danger he took no precautions When he is reading he always lies down, but when he is writing he always stands Although he is clever, he makes no progress Though I am indifferent to what you say of me, I will not bear my friends abused While she was walking through the park she met her brother If we are disengaged we will dine with you Although I am living in the same village as they are I know but little about them While Johnson was writing many of his works he was in great distress

ANALYSIS OF COMPLEX SENTENCES

122 Every Complex Sentence consists of two or more simple sentences, and into which it may be again resolved. The process is called Analysis.* Thus, *The horse you examined, and asked my opinion about, is sold*, is a complex sentence, and may be resolved into the three following simple sentences

The horse is sold

You examined it


You asked my opinion about it

So the complex sentence, *The ship which just left the port, is going to the West Indies*, may be analyzed, and is then found to consist of the two simple sentences,—

The ship just left the port

The ship is going to the West Indies

EXERCISE XLV.

 Analyze the following Complex Sentences —

Your brother and my sister are walking round the garden
I saw the man, but I did not know him
Prosperity gains friends and adversity tries them
Those compositions which we read the oftenest, and which every man of taste has got by heart, have the recommendation of simplicity
Moses stretched forth his hand, and the waters were divided, and became a wall unto the children of Israel, on the right hand and on the left

There is a pleasure in the pathless woods,

There is a rapture on the lonely shore,

There is society where none intrudes,

By the deep sea, and music in its roar

Nothing can atone for want of modesty, without which beauty is ungraceful and wit detestable

* From *lusis* (λυσίς), a loosening, and *ana* (ανα), asunder

SYNTHESIS OF SIMPLE SENTENCES

123 In the last Section it was shown, that a Complex Sentence may be resolved into the simple sentences which compose it. The present Section shows how a complex sentence may be built up of two or more simple sentences. This process is called Synthesis*. Thus, the following simple sentences,—


Dryden lived in the time of Cromwell

Dryden lived in the time of Charles the Second

Dryden wrote pieces commendatory of both,—

may be formed into the complex sentence,—Dryden, who lived in the time of Cromwell and Charles the Second, wrote pieces commendatory of both

EXERCISE XLVI.

 Form Complex sentences from the following series of Simple sentences —

Note — Use proper conjunctions and relatives, and do not let the word *and* recur too often (196)

- 1 The boys go to school.
The girls do not
- 2 England abounds in fine pastures
England abounds in extensive downs
These pastures and downs feed great numbers of sheep
- 3 The Highlanders were composed of a number of tribes
These tribes were called clans
Each clan bore a different name
Each clan lived upon the lands of a different chieftain
- 4 The cuckoo builds no nest for herself
She lays in the nests of other birds
She does not lay indiscriminately in the nests of all birds
- 5 The pitcher-plant is a native of the East Indies
The pitcher-plant has mugs or tankards

* From *thesis* (θησις), a placing, and *syn* (συν), together


These are attached to its leaves
 They hold each from a pint to a quart of very pure water.

6. A young girl had fatigued herself one hot day
 It was with running about the garden
 She sat herself down in a pleasant arbour
 She soon fell asleep

- 7 Steel is made
 It is made by heating small bars of iron with charcoal.
 Or by heating them with bone and horn shavings
 Or with other inflammable substances
 By this heating the metal acquires a finer grain
 It acquires a more compact texture
 It becomes harder
 It becomes more elastic

- 8 Augustus Cæsar has been called a great prince
 Louis XIV, of France, has been called a great prince
 But, deprive both of their crown,
 They will both dwindle into obscure characters
 They will both dwindle into trivial characters

EXERCISE XLVII.

 Change the subject matter of the following sentences, preserving the structure —

EXAMPLE —In mountainous countries the streams are generally very rapid


Subject-matter changed —In flat countries the rivers are for the most part very slow

Or, On the English coasts the herring is very abundant

EXPL —In all these sentences the frame-work is the same — viz (1) A Preposition Phrase,—(2) The subject with an adjective,—(3) The Predicate with one or more Adjuncts

In mountainous countries the streams are generally very rapid The camel is found in Arabia London has not long been lit with gas Mungo Park's trust in Providence was restored by observing the beauty of a little moss Balloons were first constructed by Montgolfier, a Frenchman Ruminating animals have no cutting teeth in the upper jaw The conspiracies of Catiline and Clodius were detected and thwarted by Cicero In spite of his dulness he will succeed, for he is persevering Throughout his long military career, Wellington has always been ultimately successful

EXERCISE XLVIII

 Complete the following extracts, by inserting suitable words within the parentheses —

The little mill near the source of one of the great American rivers, is an () object to the (), who is apprized as he () across it, or () a few miles along its bank, that this is the () which runs so far, and which gradually () into so () a flood — *Foster's Essays*

Men carry their minds as for the most part they () their watches, content to be ignorant of the constitution and () within, and () only to the little exterior circle of things, to which the passions, like indexes, are () — *Foster*

He who would do some great thing in this () life, must () himself to the work with such a concentration of his () as, to idle spectators, who live only to () themselves, () like insanity

The attack of contempt and ridicule is perhaps a still greater trial of courage. It is () by all to be an () thing, when it can in no degree be ascribed to the hardness of either stupidity or confirmed depravity, to () for a () time or in () instances, the () of scorn, or an unrestrained shower of taunts and jeers, with perfect (), and proceed immediately (), or at the (), on the () that provokes all this (). This invincibility of temper will often make even the () themselves tired of the (), they begin to feel that against such a man it is a poor sort of hostility to () and (), and there is nothing that people are more () to spend () than their scorn. Till, however, a man shall become a veteran, he must () on sometimes meeting this trial in the course of virtuous enterprise. And if at the () of some meritorious but unprecedented (), I hear him ask, with a () and () of shrinking alarm, But will they not laugh at me? I know that he is not the () whom this essay attempts to (). A man, of the right kind, would (), They will (), they will () will they? Much () may it do them. I have () else, to do than to () myself about their (). I do not care if the whole () were to laugh in a chorus. I should indeed be () to see or hear such a () of fools, but () enough to find that they () me as an outlaw to then

tribe The good to () from my project will not be the less, because vain and shallow () that cannot understand it, are () at it and at me What should I think of my (), if every () being could comprehend or would () them, and of myself, if my courage needed levity and ignorance for its (), or could be () at their sneers !—*Foster*

Do not desire to be rich all at once Whang the miller, with all his () for riches, was in reality poor, he had () but the profits of his mill to () him, but though these were () they were certain, while his mill stood and went, he was sure of eating, and his () was such, that he every day laid some money by, which he would at intervals count and contemplate with much (),—yet still his () were not equal to his (), he only found himself above (), whereas he desired to be possessed of ()

One day, as he was () these wishes, he was () that a neighbour of his had () a pan of money under a stone, having () of it three nights () before These () were daggers to the () of poor Whang "Here am I," says he, "toiling and moiling from () till () for a few () fathings, while neighbour Hunk only goes quietly to (), and dreams himself into thousands before () Oh ! that I could () like him ! with what () would I dig round the () ! how shily would I () it home ! not even my () should see me ! And then, O the pleasure of () one's hand into a heap of () up to the elbow ?"

Such () only served to make the miller (), he discontinued his former (), he was quite disgusted with small gains, and his () began to forsake him Every day he () the wish, and every () luded himself () in order to () Fortune that was for a long time (), at last, however, seemed to smile on his distresses, and () him with the wished-for () He () that under a certain () of the foundation of his (), there was () a monstrous pan of gold and diamonds, buried deep in the () and () with a large flat stone He () up and thanked his stars, that were pleased at last to take () on his sufferings, and () his good () from every person, as is usual in money dreams, in order to () the vision () the two succeeding nights, by which he

should be () of its veracity, his () also in this were answered, he still () of the same () of () in the very () place.

Now, therefore, it was past a (), so () up () the third morning, he () alone, with a mattock in his hand, to the () and begins to undermine that part of the wall which the vision directed. The first omen of () that he met was a broken jug; digging still (), he () up a house-tile, quite new and entire. At (), after much (), he came to the () stone, but then so () large, that it was beyond one man's () to remove it. "Here," cried he in raptures to himself, "here it is; under this () there is room for a very () () of diamonds indeed. I must even go home to my (), and tell her the whole (), and get her to () me in () it up" () therefore he goes, and () his () with every () of their good (). Her raptures on this () may be () imagined; she flew () his neck and () him in in agony of joy, but these transports, however did not () their eagerness to () the exact (). () therefore () together to the place where Whang had been () there they ()—not indeed the () (), but the () their only support, undermined and () —*Gold-mith*

DIVISION II

VARIETY OF EXPRESSION


124 Young writers are in danger of using the same words too frequently, and of forming nearly all their sentences in the same way. These inelegancies may, however, be avoided by the study of those varieties of expression that are sanctioned by the usage of our best authors. They may be placed under two heads, (1), Variety of Arrangement, and (2), Variety of Structure. The first regards the place of the words, phrases, or component sentences, the second the words and phrases themselves which are made use of.

(A) VARIETY OF ARRANGEMENT

125 Sentences admit of variety of arrangement when the order of the parts which compose them may be changed without injury to the sense.

EXAMPLE.—What sculpture is to a block of marble, education is to the human soul. *Varied Arrangement*—Education is to the human soul, what sculpture is to a block of marble.

EXERCISE XLIX

 Alter the arrangement of the parts of the following sentences, taking care to preserve the sense —

The manner and degree in which the nature of the country affected the bodily and mental frame, and the social institutions of its inhabitants, may not be so easily determined — *Thirlwall*

Varied Arrangement — It may not be so easy to determine in what manner and degree the nature of the country affected the bodily and mental frame, and the social institution of its inhabitants.

The Whetstone of Wit was published by Robert Record, in the reign of Queen Mary, and was the first work on Algebra that appeared in England.

What sculpture is to a block of marble education is to a human soul.

To say little and perform much is the characteristic of a great mind

If we do not govern our passions, we may be sure our passions will govern us

He who seriously intends to repent to-morrow should in all reason begin to-day

He that would be superior to external influences must first become superior to his own passions

For what I have published I can only hope to be pardoned, but for what I have burned I deserve to be praised —

Pope

He needs strong arms who is to swim against the stream — *Dr. Fuller*

There was no thunder nor lightning during the whole time they were in these latitudes — *Southey*

Our day-dreams become retrospective as we advance in years, and the heart feeds as naturally upon remembrance in age, as upon hope in youth — *Southey*

But this is the constant effect of factions in states, to make men prefer the interests of a party, to all the considerations either of public or private duty — *Middleton*

Before this surprise or fear had time to abate, Columbus ordered the great guns to be fired — *Robertson*

While Columbus was engaged in his successive voyages to the west, the spirit of discovery did not languish in Portugal — *Id*

It may be laid down as a position which will seldom deceive, that when a man cannot bear his own company there is something wrong — *Johnson*.

That the mind of man is never satisfied with the objects immediately before it, but is always breaking away from the present moment and losing itself in schemes of future felicity, and that we forget the proper use of the time now in our power, to provide for the enjoyment of that which perhaps may never be granted us, has been frequently remarked — *Johnson*

While Elizabeth ensured tranquillity from the attempts of her nearest neighbour, she was not negligent of more distant dangers — *Hume*

When the state of affairs between the English and French Kings was considered with a superficial eye, every advantage seemed to be on the side of Henry — *Hume*

(B) VARIETY OF STRUCTURE

126 The structure of a Sentence is varied when, without altering the general arrangement, we change the words employed

EXAMPLE.—Temperance produces health *Varied structure*
 —To live temperately conduces to health

127 Questions and Assertions

EXERCISE L

Change the following questions into assertions, and the assertions into questions —

EXAMPLE { *Question* —Is the pony in the meadow?
 { *Assertion* —The pony is in the meadow

Note —Many of the affirmative sentences must be changed into negative questions, as, I saw you on the river Did I *not* see you on the river ?

Is the pony in the meadow ? Shall I see your sister next week ? They live near the mill I saw you on the river on Friday I will tell you a secret that you must not whisper even to your cat Did Lord Byron die in Greece ? The reindeer is found only in cold countries Alexander the Great died at Babylon Is the name Euphrates derived from the Greek verb *εὐφραίνω* (*euphraino*) I make glad ? The three great rivers, the Indus, the Ganges, and the Brahmaputra, rise at no great distance from each other Columbus was a native of Genoa Mont Blanc is the highest mountain in Europe Egypt is a very flat country Every man has a weak side. Cunning is the vice of cowards and fools Is not the application of steam to mechanical purposes a modern invention ? (*Affirmative Assertion*) Butler flourished in the reign of Charles the Second Did not Dryden write first in honour of Cromwell and then of Charles the Second ? Ought we not to make the virtuous and intelligent our companions ? (*Affirmative Assertion*) Does the Danube empty itself into the Black Sea ? The Saracens conquered Spain in the 8th century. The tides in the Mediterranean are almost imperceptible Ought we to indulge ourselves in sin ? to desire it ?—to tolerate it ? Nelson was shot by a rifleman at Trafalgar Cadiz is an important port in the south of Spain Is it not as much our duty to avoid wounding the feelings of our fellow-creatures as to refrain from the infliction of more serious injuries ?

REPETITION OF WORDS AVOIDED

128 The repetition of the same words near together, where no particular emphasis is intended, is considered inelegant, and it is avoided by the use of some other word

129 (1)—VERB (a) The repetition of a verb is avoided by the use of the word *do*, as, I walked faster than you did

EXPL.—This means, *faster than you walked*, but, instead of *walked* again, we use *did*. We might in this instance omit the verb altogether, and say, *I walked faster than you*, but in some sentences this entire omission would cause ambiguity. For example, this sentence, *He showed greater friendship to me than you*, might mean,

He showed greater friendship to me than to you, or,
He showed greater friendship to me than you [did]

The use of the verb's equivalent *did* removes the ambiguity.

130 (b) Sometimes something more is required than the verb *do*, and then we use the phrase *do so*, *did so*, &c., as, They wished him to remain, but he was unable *to do so*, (i.e.) to remain

131 Instead of saying, *and* (or *but*) *it never does so*, we may say, and generally do say, *which it never does*. So, (in South,) "Nothing grows weak with age, but that which will at length die with age, *which sin never does*," (i.e., but sin never does so)

132 (2)—NOUN (a) The repetition of a noun following an adjective is avoided by the use of the indefinite pronoun *one*, as, I prefer a prudent friend to a zealous one.

EXPL.—This means *to a zealous friend*, but the word *one* represents the word *friend* in the second case. This word is also used with perfect accuracy in the plural. We might say, *I prefer prudent friends to zealous ones*

133 (b) The repetition of a noun followed by another noun with *of* depending on it, is avoided by

the word *that* or (if plural) *those*, as, I like the style of Addison better than *that* of Johnson I like Addison's essays better than *those* of Johnson

EXPL.—The words *that* and *those*, in these Examples, stand respectively for *the style* and *the essays* So *that* is used when a relative sentence follows, as, I prefer the horse you have now to *that* which you had before (i.e., to the horse)

134 (c) The repetition of a noun ordinarily is avoided by the use of the pronoun, as, He likes plums, but he does not eat *them* I have heard of the person, but I do not know *him* I saw the lady, but did not speak to *her* I have seen the book, but not read *it* Will you take some nuts? Thank you, I will take *a few* I should like *some*.

EXPL.—These pronouns stand respectively for *plums*, *the person*, *the lady*, *the book*

135 (3) The repetition of an adjective, a phrase or sentence, is avoided by the use of the word *so*, as, (*adjective*), He is considered dull, but he is not really *so*, (*phrase*), He talks with ability, but he does not write *so*, (*sentence*), He says that this was the real occasion of the movement, but I do not think *so*

EXPL.—The word *so* in these examples stands respectively for *dull*, *with ability*, *that this was the real occasion of the movement* So is in fact,—

146 A pronominal word, and thus has the power of a pronoun in these usages In the last sentence we might use it, and might say, but I do not think (or believe) *it*

137 (4)—CONJUNCTIONS The Conjunction *and* is by some writers repeated too frequently. This may be avoided —

138 (1) By omission, as, She entered the room, sat down, and began to talk with her brother This is better than, She entered the room *and* sat down, &c.

139 (2) By the use of the participle Thus, in-

stead of saying, She entered the room and sat down, and began to talk with her brother, the sentence would be better varied thus, Having entered the room and sat down, she began to talk with her brother. Or, She entered the room, and having sat down, began to talk with her brother.

140 (3) By the substitution of another conjunction, or conjunctive phrase, as, *as well as, therefore, so that, &c*. Thus, Perseverance and industry, *as well as* talent, are necessary to his success. We live secluded, and do not see, &c — *changed to*, We live *so* secluded *that* we do not see a stranger once a year.

141 (4) *And not*, may often be changed to *neither* or *nor*, as, The brother and sister are not happy, and they do *not* deserve to be so — *changed to*, The brother and sister are not happy, *nor* do they deserve to be so.

EXERCISE LI

~~Ex~~ Change the words in *Italic* and supply the parentheses, avoiding repetition —

Note 1 — Some of the sentences may be contracted according to the directions given in Sections 89 and 90.

Note 2 — In some instances the words in *Italic* may be omitted altogether.

You write much faster than *I write*. Cicero wrote more than Cæsar *wrote*. The king ordered him to appear, but he refused *to appear*. Bodily diseases are more curable than mental *diseases*. Bodily sins often breed mental *sins*. A river can make its own bed, it will *make its own bed* better than you can. Religion presents few difficulties to the humble, many to the proud, insuperable *difficulties* to the vain. Time bygone is as a dream, though we thought () would never go, while () was going. She was thought to be clever, but she has not proved herself *to be clever*. He tried to gain the prize, but he did not succeed in *gaining the prize*. He reads carefully, but he does not write *carefully*. No perverseness equals () which is supported by system. No errors are so difficult to root out as () which the understanding has pledged () credit to uphold.

He has been idle in prosperity, and he will not be less *idle* in adversity. If you are not right towards God, you can never be () towards man — *Lord Chatham*. But what more especially attracts the notice of an American in England, are those peculiarities which distinguish an old country and an old state of society from a new () — *W. Irving*. He shall be immortal who lives till he be stoned by () without fault — *Dr. Fuller*. The force of David's character was vast, and the scope of () life was immense. His harp was full-stringed, and every angel of joy and of sorrow swept over the chords as he passed, but the melody always breathed of heaven. And such oceans of affection lay within () breast, as could not always slumber in () calmness. For the hearts of a hundred men strove and struggled together within the narrow continent of () single heart. And will the scornful men have no sympathy for () so conditioned, but scorn () because he ruled not with constant quietness, the unruly host of divers natures which dwelt within () single soul? — *Edw. Irving*

But there is one great fault which is commonly observed in the writers of particular lives, that they are apt to be partial, and to be prejudiced in favour of their subject, and to give us a panegyric instead of giving us a history. They work up their characters as painters *work up* their portraits, taking the praise of their art to consist, not in copying *nature* but in adorning *nature*, not in drawing a just resemblance, but in giving a fine picture, or exalting the man into the hero. And this indeed seems to flow from the nature of the thing itself, where the very inclination to write is generally grounded on prepossession, and an affection *that* is already contracted for the person whose history we are attempting, and when we sit down to it with the disposition of a friend, it is natural for us to cast a shade over his failings, to give the strongest colouring to his virtues, and, out of a good character, to endeavour to draw a perfect *character* — *Middleton*

For in writing history, as in travels, instead of transcribing the relations of () who have trodden the same ground before us, we should exhibit a series of observations peculiar to ourselves, such as the facts and places suggested to our own minds from an attentive survey of (), without regard to what any other individual may have delivered about () — *Diodorus Siculus*

EXERCISE LII.

✎ Avoid the use of the word *and* where printed in Italic —

Jane *and* Charlotte *and* Mary and Harriet are amiable *and* beautiful, *and* they are loved as well as admired The tree was tall *and* he could not climb it Charles the Fifth laboured together with Turriano in framing models of the most useful machines, *and* in making experiments with regard to their respective powers, and it was not seldom that the ideas of the monarch assisted or perfected the inventions of the artist

Columbus perceived that it would be of no avail to have recourse to any of his former expedients, *and* found it impossible to rekindle any zeal for the success of the expedition, and endeavoured to soothe the passions which he could no longer command, *and* gave way to a torrent too impetuous to be checked

They erected a crucifix and prostrated themselves before it, *and* gave thanks to God for having conducted their voyage to such an issue

Queen Margaret advanced towards the robber, and presented to him the young Prince, *and* called out to him, "Here, my friend, I commit to your care the safety of your King's son"

Struck with this sight, he hurried out of the room, *and* quitted the castle with the utmost precipitation, and hid himself in the lodgings of an acquaintance who lived near, *and* he flung himself upon the first bed that presented itself, and had every appearance of a man suffering the most excruciating torture — *C. J. For*

His body was burnt on the shore by one of his freed-men, with the planks of an old fishing-boat, and his ashes *were* conveyed to Rome *and* deposited privately by his wife Cornelia in a vault of his Alban villa — *Middleton* (The verb in Italic must be changed)

In the year 1774, *being* much indisposed both in mind and body, *and* incapable of diverting myself either with company or books, and yet in a condition that made some diversion necessary, I was glad of anything that would engage my attention without fatiguing it — *Cooper*

142 (6) A sentence to be made emphatic, instead of being repeated, is represented by *that too*, as, He entered the city without resistance, and *that too* at mid-day

EXPL.—This is equivalent to, *and he entered it too at mid-day* So, He does it only for his friends, and *that* against his will

Notice also the use of *that* in the following sentence — I will know your business, *that* I will. Here *that* represents *know your business*

EXERCISE LIII

✎ (*) Add an Emphatic Clause to the following sentences —

EXAMPLE —He defrauded many, *and that too most shamefully*

He defrauded many () He bathes every other morning () You are very patient () Let me hear from you () They say that he was robbed () My cousin would climb up the tree () The river was frozen over ()

143 It is sometimes allowable, and even desirable, to repeat the same word when we wish to express a thought very emphatically Thus Middleton says, "In drawing the character of persons who all lived in the *same* city, at the *same* time, trained by the *same* discipline, and engaged in the *same* pursuits, as there must be," &c This might have been expressed otherwise, for example, * * who all lived in the *same* city, at *one* time, trained by a *like* discipline, and engaged in *similar* pursuits, &c The last construction is, however, less vigorous

EXERCISE LIV

✎ Supply the parentheses, repeating a word occurring in the sentence —

But the liberty, the only () I mean, is a () connected with order, that not only exists along with () and virtue, but which cannot () at all without them.—*Burke*

The worthy gentleman, who has been snatched from us at the moment of the election, and in the middle of the contest, whilst his desires were as warm, and his hopes as eager as ours, has feelingly told us what shadows we are, and what () we pursue —*Burke*

At length General Fox arrived at Minorca, and () permitted Colonel Graham to go to Malta, but with means miserably limited —*Southey*

But Dryden never desired to apply all the judgment that he had, he wrote and professed to () merely for the people

Oh! brethren, I have seen sabbath sights, and joined in () worships, which took the heart with their simplicity, and ravished it with sublime emotions I have crossed the hills in the sober and contemplative autumn, to reach the retired and lonely church betimes, and as I descended towards the simple edifice, whitherto every heart and every foot directed itself from the country round, on the () morn, we beheld issuing from the vales and mountain glens, the little train of worshippers coming up to the congregation of the Lord's house, around which the bones of their fathers reposed, and near to which () the () of one who had in cold blood fallen for his God, at the hands of that wretched man, the hero of our northern romances () oft visited by pious feet, and covered on the hill-side where they lie with a stone bearing an inscription not to be paralleled in our noble mausoleum, which containeth the ashes of those whom the nation delighteth to honour In so holy a place, the people assembled under a roof, where ye of the plentiful south would not have lodged the porter of your gate But under that () the () sat and sung their Maker's praise, "tuning their hearts by far the noblest aim," and the pastor poured forth to God the simple wants of the (), and () into their attentive ears the scope of Christian doctrine and duty, and having filled the hearts of his flock with his consolations, parted with them after much blessing and mutual congratulation, and the () went on their way rejoicing Oh! what meaning there was in the whole! what piety! what intelligence! what simplicity! The men were shepherds, and came up in their () guise, and the very brute, the () servant and companion, rejoiced to come at his feet Oh! it was a ()! a () of rest—*Edin Irving*

The art which Bacon taught was the () of inventing () The knowledge in which Bacon excelled all men was the () of the mutual relations of all departments of ()—*Macaulay's Essays*

ANALYSIS OF POETRY

TURNING POETRY INTO PROSE

144. In Poetry objects are usually treated in a warmer and more impassioned manner than in Prose, and so likewise a diction, style, and arrangement are usual, which would be quite unsuitable to the cool element of Prose Composition. Things are represented more vividly and pointedly, words are sometimes used which would elsewhere be unallowable, and considerable inversion in the order of the words is permitted. Thus, to take a moderate example, in Kirke White's Poem on *Solitude* —

In woods and glens I love to roam,
When the tired hedger hies him home,
Or by the woodland pool to rest,
When pale the star sleeps on its breast

This may be turned into prose somewhat thus —


I love to roam among the woods and glens, when the hedger, tired with his day's work, is going home, or to sit by the woodland pool, when the star is reflected from its waters

Sweet Auburn! loveliest village of the plain,
Where health and plenty cheer'd the labouring swain,
How often have I paused on every charm,—
The shelter'd cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church, that topt the neighbouring hill,
The hawthorn bush, with seats beneath the shade,
For talking age and whispering lovers made

This may be turned into prose thus —

Auburn, the loveliest village of the plain, whose husbandmen were paid for their labours with health and plenty! How often have I paused to observe thy various charms,—the cottages sheltered from the sun and wind by trees, the farm rich in cultivation, the brook always running, and the mill always going, the pretty church on the top of the neighbouring hill, and the hawthorn, with seats round it, at which the old could gossip, and lovers whisper

EXERCISE LV.

 Turn the following extracts into Prose, preserving the sense —

Hope, like the glimmering taper's light,
Adorns and cheers the way,
And still, as darker grows the night,
Emits a brighter ray

Goldsmith

Our hearts ne'er bow but to superior worth,
Nor ever fail of their allegiance there.

Young

True happiness hath no localities,
No tones provincial, no peculiar garb
Where duty goes, she goes, with justice goes,
And goes with meekness, charity, and love
Where'er a tear is dried, a wounded heart
Bound up, a bruised spirit with the dew
Of sympathy anointed, or a pang
Of honest suffering soothed, or injury
Repeated oft, as oft by love forgiven,
Where'er an evil passion is subdued,
Or virtue's feeble embers fanned, where'er
A sin is heartily abjured and left,
There is a high and holy place, a spot
Of sacred light, a most religious fane,
Where happiness descending sits and smiles

Pollok.

O'er crackling ice, o'er gulf profound,
With numble glide the skaters play
O'er treach'rous pleasure's flowery ground,
Thus lightly skim and haste away.

Johnson

See the wretch that long has tost
On the thorny bed of pain,
At length regain his vigour lost,
And breathe and walk again
The meanest flow'ret of the vale,
The simplest note that swells the gale,
The common sun, the air, the skies,
To him are opening Paradise

Gray

These pretty babes with hand in hand
 Went wandering up and down,
 But never more they saw the man
 Approaching from the town.

Babes in the Wood

It's no in titles nor in rank,
 It's no in wealth like Lon'on bank
 To purchase peace and rest,
 It's no in making muckle mair, (*much more*)
 It's no in books it's no in lear, (*learning*)
 To make us truly blest
 If happiness has not her seat
 And centre in the breast,
 We may be wise, or rich, or great,
 But never can be blest
 Nor treasures, nor pleasures,
 Could makes us happy lang,
 The heart ay's the part ay, (*always*)
 That makes us right or wrang

Burns

Sweet is the smile of home, the mutual look,
 When hearts are of each other sure,
 Sweet all the joys that crowd the household nook,
 The haunt of all affections pure

Keble

If solid happiness we prize,
 Within our breast this jewel lies,
 And they are fools who roam,
 The world has nothing to bestow,
 From our own selves our joys must flow
 And that dear hut our home

Cotton.

Her love was sought, I do aver,
 By twenty beaux and more,
 The king himself has followed her—
 When she has walked before

Goldsmith

The busy lark, the messenger of day,
 Saluteth in her song the morning gray,
 And fiery Phœbus riseth up so bright,
 That all the orient laugheth at the sight,
 And with his streams, he drieth in the groves (*groves*)
 The silver drops that hang upon the leaves

Chaucer

The high-born soul
 Disdains to rest her heaven-aspiring wing
 Beneath its native quarry Tired of earth
 And this diurnal scene, she springs aloft

Akenside

His mother from the window look'd,
 With all the longings of a mother,—
 His little sister, weeping, walk'd
 The green-wood path to meet her brother.
 They sought him east, they sought him west,
 They sought him all the forest thorough, (*through*)
 They only saw the cloud of night,
 They only heard the roar of Yarrow

Old Song

Small service is true service while it lasts,
 Of friends, however humble, scorn not one,
 The daisy, by the shadow that it casts,
 Protects the lingering dew-drops from the sun

Wordsworth

Breathes there the man with soul so dead,
 Who never to himself hath said,
 This is my own, my native land?
 Whose heart hath ne'er within him burn'd,
 As home his footsteps he hath turn'd
 From wandering on a foreign strand?

Scott

E'en winter's bleak has charms to me
 When winds rave through the naked tree.

Burns

But pleasures are like poppies spread,
 You seize the flower, its bloom is shed,
 Or like the snow-fall in the river,
 A moment white—then melts for ever

It is a stormy night, and the wild sea
 That sounds for ever, now upon the beach
 Is pouring all its power Each after each
 The hurrying waves cry out rejoicingly,
 And, crowding onwards, seem as they would reach
 The height I tread upon The winds are high,
 And the quick lightnings shoot along the sky,
 At intervals It is an hour to teach
 Vain man his insignificance

Barry Cornwall

VARIATION OF SUBJECT, PREDICATE, AND OBJECT

The structure of all or any of the parts of a sentence may be varied.

145 (a) The subject may be varied Thus,

Temperance	}	conduces to health
To be temperate		
To live temperately		
Living temperately		
Avoiding excess		
Not to live luxuriously		

146 (b) The Predicate may be varied Thus,

Temperance	{	conduces to	}	health
		promotes		
		leads to		
		is a cause of		
		causes		
is a friend to				

147 (c) The Object may be varied Thus,

Temperance causes conduces to	{	health	}	the healthy condition of the body
		us to have health		
		us to be healthy		
		us to live healthily		
		a sound state of health		
		the healthy condition of the body		

148 (d) All the parts may be varied Thus,

Those who are temperate are generally healthy
 If you are temperate you may hope to be healthy
 Do not hope to be healthy unless you live temperately
 The intemperate man is generally unhealthy
 There is no greater friend to health than temperance
 Without temperance men cannot have health
 He is healthy because he is temperate
 Be temperate, and you will be healthy
 Live temperately, and you will live in health
 A temperate man is a healthy man

EXERCISE LVI

☞ Vary the construction of the following sentences in as many ways as you can —

Learning is better than wealth. A good man is happy. To regard his words is folly. Industry is the cause of prosperity. Life is short. Always speak the truth. A liar is often not believed even when he speaks the truth.

ACTIVE TO PASSIVE, &c

149 The Structure of a sentence may also be varied by using the passive voice instead of the active, or the active instead of the passive. Thus, instead of saying, *Your uncle built the house*, we might say, *That house was built by your uncle*.

EXERCISE LVII

☞ Change the structure of the following sentences, as above —

Queen Victoria governs England. Cromwell dissolved the Long Parliament. The Thames was crossed by Cæsar near Kingston. My brother planted an acorn near the river. Edward the Third and Henry the Fifth conquered France. The French first peopled Canada. Tea was introduced by the Dutch into Europe. Torricelli invented the barometer.

By his late victories Pompey had greatly extended the barrier of the Empire into the continent of Asia, having added to it three powerful kingdoms, Pontus, Syria, and Bithynia, which he reduced to the condition of Roman provinces.—*Middleton*.

During the recess of Parliament, the king used every measure to make himself popular with the nation, and to appease the rising ill-humour of its representatives.—*Hume*

About two hours before midnight, Columbus, standing on the fore-castle, observed a light at a distance, and privately pointed it out to Pedro Gutierrez, a page of the queen's wardrobe.—*Robertson*

Let the pupil also write out Exercise XXXIII. in the Grammar, which contains many sentences under this head


INFINITIVE OF PURPOSE

150 In Latin the pronouns are often omitted, if it is quite clear who is meant. So they are sometimes in English. Thus we say, *I have a pain in the head*, meaning, *in my head*. The same idiom is observed in Greek. Again, in stating a purpose we say, *I have bought a new book to read*, if it is *for me to read* myself, but if it is *for you to read* we must say so, or else it would not be clear

I have bought a new book $\left\{ \begin{array}{l} \text{for me} \\ \text{for you} \\ \text{for him} \end{array} \right\}$ to read

EXPL.—In this sentence, *for me* may be omitted, it would be supplied by the hearer naturally from the *I* at the beginning, but the *for you*, *for him*, cannot be omitted, since the hearer would have nothing to supply them from.

EXERCISE LVIII

 Express the following sentences in Italian by an Infinitive, according to the above rule —


- 1 Your uncle has bought a new horse *that you may ride on*
Your uncle has bought a new horse *that I may ride on*
Your uncle has bought a new horse *that he may ride on*
- 2 The chair is put there *that you may sit on it*
The chair is put there *that he may sit on it*
The chair is put there *that she may sit on it*
- 3 The book was bought *that you might read it*
The book was bought *that they might read it*
The book was bought *that we might read it*
The book was bought *that I might read it*
The book was bought *that he might read it*
- 4 I hired the house *that I might live in it*
I hired the house *that we might live in it*
I hired the house *that they might live in it*

151 GENERAL EXERCISES IN EQUIVALENT EXPRESSIONS

- 1 He was on the point of writing, = (*) just going to write
(b) just about to write
- 2 (*) After many wounds given and received.
(b) After having given and received many wounds
(c) After they had given and received many wounds
- 3 A house *to let* = to be let.
- 4 His father sent him to England (*) for his education.
(b) for the purpose of being educated
(c) to be educated
(d) that he might be educated
(e) in order that he might be educated
- 5 A learned man, = a man of learning
- 6 It was *a delight*, = a source of delight.
- 7 The providence of God, = God's providence
- 8 (*) His foot *got* entangled, = became entangled
(b) He *fell* sick, = became sick
(c) The gate *stood* open, = was open
(d) His path *lies* open, = is open
- 9 (*) He was followed by fifteen = { (*) with bare heads
knights, *barheaded*, = { (b) with their heads bare
(b) Proposals of a very ad- = } very advantageous pro-
vantageous nature, = } posals
- 10 It is { amusing
pleasing
gratifying
instructive
satisfactory } to notice, observe, watch, perceive,
know, &c
- 11 *If you call* trickery, prudence, it is not the less trickery,—
Call trickery prudence, it is yet not the less trickery
- 12 (*) *If you look* back, = *Should you look* back
(b) *If he had been* present, = *Had he been* present
- 13 He requested *me to fetch*, = that I would fetch
- 14 An instrument (*) to mow with.
(b) for mowing with
(c) with which to mow
- 15 Time for bed, = Bed-time
- 16 Wise enough to think = { too wise } to think much
but little about it, = { wiser than } about it


- 17 (*) *Having* no anxiety about it, = *As I have* no anxiety, &c
 (b) *Having* reduced it, = *When they had* reduced it
- 18 A house *that stands* near ours, = A house *standing* near ours
- 19 He *crossed* the river at noon-day, = The river *was crossed* by him at noon-day
- 20 He acted in a *ridiculous manner*, = a manner *fit to be laughed at*
- 21 A commendable action, = An action to be commended
- 22 *So large a garden*, = *Such a large garden*
- 23 (*) *When the fleet had arrived*, = *On the arrival of* the fleet
 (b) *When the four years were expired*, = *At the expiration of* the four years.
 (c) He was alarmed *when he heard*, = *at hearing*
- 24 For restoring, = For the restoration of
- 25 Without *superstition*, = Without *being superstitious*
- 26 The friend *that you saw*, = The friend you saw.
- 27 I know *it to be* right, = I know *that it is* right
- 28 Unknown, = Not being known
- 29 In the perusal of, = In perusing
- 30 (*) He had the glory *to be*, = *of being*
 (b) *Before he arrived*, = *his arrival*
 (c) *Before he became*, = Previous to his becoming
- 31 I had intended, = I intended to have

EXERCISE LIX

 Vary the expressions in *Italic* according to the examples given above, from 1 to 10 inclusive —

He was *just about to seal the letter* (1) when I entered the room. Have you a house *to be disposed of* (3) in Yorkshire? Ambassadors were sent *to negotiate* (4) a peace. *After they had inflicted and endured many injuries* (2), the belligerent powers left off just as they began. *In the providence of God* (7) it is ordained that *men of prudence* (5) are for the most part successful (10) in life. The sea *looks green* (8). She *feels tired* (8). The pilgrims entered Jerusalem *barefooted* (9). He made some *statements of a ludicrous kind* (9). It is gratifying (10) to know that he has come *to do what good he can* (4).

EXERCISE LX

 Change the words in *Italic* to the equivalent expressions given above —

Having reduced (17) the island to perfect servitude, which they called peace, the French withdrew their forces.—*Southey* But *when the four years were expired*, France purchased the sovereignty of Corsica from the Genoese, for forty millions of livres.—*Id* And *Nelson, perceiving* that they beat him in sailing, boldly ran amongst the numerous shoals of St George's Bank.—*Id* *Had there been* (12) a wise and manly spirit in the Italian states, or *had the conduct of Austria been directed* by anything like a principle of honour, a more favourable opportunity could not have been desired for *restoring* (24) order and prosperity in Europe, than the misconduct of the French Directory at this time *afforded* (19).—*Id* But Alfred was pious *without superstition* (25), his *humbler knowledge was imparted* with more simplicity (19), his virtue was more natural, he had the glory *to be the deliverer as well as the father* of his country, and he escaped the unhappiness of *suffering* (10) his authority to be employed in religious persecution.—*Macintosh* In acquired knowledge, *the superiority must be allowed to Dryden* (19), whose education was more scholastic, and who *before he became* (30) an author had been allowed more time for study, with better means of information.—*Johnson* Pope was not content to satisfy, he *desired* (10) to excel, and therefore always *endeavoured* (10) to do his best, he did not court the candour, but dared the judgment of his reader, and *expecting* (17) no indulgence from his reader, he showed none to himself.—*Id* Now, my dear, I am *going* to tell you a secret. It is a great secret, *that must not be whispered* (19) even to your cat.—*Cooper* I made him on purpose to *laugh at* (3), and he has served his purpose well.—*Id* But it will be your own fault *if you look back* (12) on this place with repentance or with shame, and be well assured that whatever time—ay, every hour—you squander here in unprofitable idling, will then rise up against you, and be paid for by years of bitter but unavailing regrets.—*Brougham* *If any of those counsels had been followed*, Pompey would have preserved his life and honour, and the republic its liberty.—*Middleton* He who had put citizens to death *unheded* (28) ought not to be *permitted* (10) to speak for himself.—*Id* Mankind, in general, are more alarmed by a change of name in things *which they have long regarded* with veneration, than by a real change in the nature of things themselves.—*Dr Moore*

EXERCISE LXI

¶ Vary the expression of the words in *Italic* as given in (151), or in any other suitable way —

Note —The variation will sometimes consist of mere omission or transposition

Warwick, *who was* then at Coventry, declined the proffered combat *Edward being not yet* of age, the queen and Mortimer held the government in their own hands In the reign of Henry the Second, the English first invaded Ireland (19). The charter (*use relative*) signed by King John at Runnymede is called Magna Charta, or the Great Charter Nothing could exceed the consternation of Henry *when he heard* of the murder of Becket Nothing (*insert relative*) worth obtaining *can be obtained* without labour *Not having* studied the subject, he is not fit to give an opinion on it

The station *which* the Greeks filled among nations, the part *which* they acted, and the works *which* they accomplished, depended *in a great measure* on the position *which* they occupied on the face of the globe — *Thirlwall*

If it be good for an individual to be disinterested, to help the miserable, to defend the oppressed, — *these virtues must* equally contribute to the well-being, the honour, and the safety of communities — *Macintosh* (Begin the sentence, *Is it good, &c.*)


The history of Brazil is less beautiful than *the history* of the mother country, and less splendid than *the history* of the Portuguese in Asia, but it is not less important than either Its materials *are different* from the materials of other histories here are no tangles of crooked policy *to be unravelled*, no mysteries of state iniquity *to be elucidated*, no revolutions *to be recorded*, nor victories *to be celebrated*, whose fame remains among us after their effects have passed away Discovered by chance, and long left to chance, this empire has risen by individual industry and enterprise, and by the operation of the common laws of nature and of society, extensive as it now is, and mighty as it must one day become In *the perusal* of its annals disgust and anger will oftener be felt than those exalted feelings which it is more grateful for the historian to excite I have to speak of savages so inhuman that little sympathy can be felt for any sufferings (*insert relative*) they endured, and of colonists, in whose triumphs no joy will be taken, because they were not less cruel than the cannibals whom they warred upon, and, *as they were* avaricious as well as barbarous, perpetrated the worst crimes for the vilest motives Even the few higher characters

which appear, have obtained no renown beyond the limits of their own religion, scarcely beyond the limits of their language. Yet *the subject has (transpose)* its advantages for out of the ignoble warfare and pursuits of these obscure men, consequences of more importance have arisen, and likely to be far more lasting, than *the consequences* which were produced by the conquests of Alexander or *(insert preposition)* Charlemagne. The series, therefore, of their adventures, the discovery of extensive regions, the manner and superstition of *tribes which were uncivilized*, the effects of missionaries, in whom *the most fanatical zeal (transpose)* was directed by the coolest policy, the rise and the overthrow of the extraordinary dominion they established, and the progress of Brazil from its feeble beginnings to the importance it now possesses, these are topics of no ordinary interest.—*Southey's Introduction to the History of Brazil.*

In the depth of winter, *the sky being* covered with clouds, and the land *presenting* one cold, blank, and lifeless surface of snow, *it is refreshing (begin with how)* to walk upon the shore, and to enjoy the eternal freshness and liveliness of ocean. Even so in the deepest winter of the human race, when the earth was but one chilling expanse of inactivity, life was stirring in the waters. There began that spirit, the genial influence of *which* has broken the chains of winter, and *has* covered the face of the earth with beauty.—*Dr Arnold*

Thus *I have (transpose)* accomplished one of those great undertakings, which in mature manhood I proposed to myself as the objects of a life *which was* devoted to literature in its highest and *its* worthiest pursuits. How carefully it has been composed, and with what long and diligent research, the judicious reader may perceive. *the most censorious reader* will not be so sensible of its inevitable imperfections as I myself am. But if the value of an historical work be in proportion to the store of facts *(insert relative)* it has first embodied, to the fidelity with which they are recorded, and to the addition *(insert relative)* thereby made to the stores of general knowledge, then *I may* affirm of the present History, *with all its imperfections*, that in these respects it has not often been equalled, and will not easily be surpassed. *It cannot be popular*, because of the remoteness of the subject, and the extent of the work, *I know, however, that it will find its audience (transpose)*, and I deliver it to the world with proper indifference as to its immediate reception, *in full reliance* upon the approbation of those persons for whom it has been written, and of those ages to which it is bequeathed.—*Southey's Conclusion to the History of Brazil*

EXERCISE LXII

 Vary the expression of the following sentences —

I had intended to put this into verse, but in this age of ingratitude my best friends forsake me, I mean my rhymes — *Pope* In proportion as I examine my own mind, I find myself more romantic. — *Id.* I wish you had all the fine statues of which you talk — *Id.* He that is comely when he is old and decrepit, surely was very beautiful when young — *South* As in the body when the principal parts, as the heart and liver, do their offices, and all the inferior smaller vessels act orderly and duly, a sweet enjoyment arises upon the whole, which we call Health so in the soul, when the supreme faculties of the will and understanding move regularly, the inferior passions and affections following, a serenity and complacency arises upon the whole soul, infinitely beyond the greatest bodily pleasures, the highest quintessence and elixir of worldly delights — *South* We are not to measure the things which we know, by the things which we know not, but contrariwise to guess at the things which we know not, from things which we know — *Hall* There can be no endowment in the soul of man, of which God himself is the cause and giver, which may not, even in its highest and choicest operations, be sanctified and employed in the work of the ministry — *South* We read to no purpose if we cannot remember — *Id.* There are some faults so nearly allied to excellence, that we can scarce weed out the vice without eradicating the virtue — *Goldsmith* Learn to respect yourself he who seeks only for applause from without, has all his happiness in another's keeping — *Id.* How miserable is the condition of those men who spend their time as if it were given them, not lent, as if hours were waste creatures, and such as never should be accounted for — *Bishop Hall* But this is the constant effect of factions in states, to make men prefer the interests of a party to all the considerations either of public or private duty — *Middleton* Yet, as he had a good opinion of Cato in the main, he chose to dissemble his resentment, and returned him a civil answer — *Id.* If he be compassionate towards the afflictions of others it shows that his heart is like the noble tree that is wounded itself when it gives the balm — *Bacon*

SYNONYMS

152 Synonyms are words which have nearly the same meaning, sometimes the same general meaning, but a different specific shade of meaning, as, for example, *mix* and *blend*. Both these words denote a similar general meaning of putting things liquid or resembling liquids together, but when we speak of *mixing* two colours together, and of the colours of the rainbow *blending* with one another, the particular meaning is very different. *Mixing* makes two colours one, *blending* is their gradual, almost imperceptible running into one another.

153 Words which express nearly the same general notion, have often come to express it by very different, sometimes almost opposite roads, as, *unite* and *combine*. These two words are in many uses convertible, they may be exchanged the one for the other. They express, generally, the same act, but they express, particularly, two different sides of it. *Unite* means *to make one*, and *combine*, *to bring two together*. We use *unite* where the notion of the *oneness* resulting from the action is prominent, as, the union of England and Scotland, (forming *one* kingdom). But we say that two men *combined* to annoy another, because there the notion of their *joining* is prominent. *Combination* regards more the *coming together* of two parties, *union* regards more their *oneness* when come together. *Connect*, again, is of more extensive meaning. Two houses may be *connected* by a passage but not combined or united.

154 There are more words which are nearly synonymous (in the strict sense) in English than in other languages, because we have often two sets of derivatives, one from the Latin and the other from the Anglo-Saxon, running, so to say, parallel with each other, as,

boyish, *puerile*, *kingly*, *regal*, or *royal*, *laugh at*, *ridicule*, or *deride*, &c But even in these cases it will be found, generally speaking, that the Saxon expression is the *stronger* of the two,—the plainer, and therefore the stronger If we speak of *deriding* a *measure*, it is not so plain what this *deriding* means, for we do not speak of *riding* in the sense of *laughing*, but if we speak of *laughing at a measure*, each part of the phrase explains itself, and so is stronger it says what it does say more forcibly So, *amiable* and *friendly*, the latter is much more forcible It implies a more positive feeling hence we speak of an *amiable arrangement* as opposed to a hostile one, but we speak of a *friendly call* without any reference to or thought of an unfriendly one

155 Sometimes the Saxon adjective is used to strengthen or explain the Latin noun, or the converse Thus Bulwer (Student) It was here that Byron was in the *ripest maturity* of his genius

156 *Ripe* (the Saxon word) is a much stronger word than *matute* (the Latin word), and hence *ripe* is generally applied literally, to fruit, corn, &c, and *matute* metaphorically,—to the judgment or the genius, for example

157 A few illustrations of the distinction between some words reputed synonymous shall be given

158 The following pairs of words are reputed nearly synonymous but their difference will be seen from a few passages in which they occur

1 Custom	habit
2 Silence	stillness
3 Remember	recollect.
4 Die	expire

159 (1) *Custom* is that which produces *habit* The *habit* of doing a thing is the result of the *custom* of doing it

"The *habit* of doing well is only acquired by the *custom* of well-doing"—*Hooker*, book v

Accordingly, we do not speak of acquiring a *custom*. In Chatham's Letters the words occur,—“Do you rise early? I hope you have already acquired to yourself the *habit* of doing it, if not, let me conjure you to acquire it” *Custom* would not have done. The *habit* of early rising, we may say, is got only by the *custom* of rising early.

160 (2) *Silence* seems more applicable to persons, *stillness* to animals or things. We say, for example *He* was remarkably *silent*, but, The *air* was perfectly *still*. When *silent* is used in reference to things,—any object in nature, for example—it seems to personify the object. So in Dryden,

“And just before the confines of the wood
The gliding Lethe leads her *silent* flood.”

In the following passage of South, the two words are used with singular beauty —

“How great is the difference between the thinking and the eating man! Truly as great as between the *silence* of an Archimedes in the study of a problem, and the *stillness* of a sow at her wash”

161 (3) *Remember* is a general term for simply retaining in the memory. It is the verb answering to the noun *memory*. It is applicable when we say that we know a thing very well, but cannot think of it now. At such times we *remember* the thing, though we cannot *recollect* it. *Recollecting* is the thinking of, the gathering together and calling up what we have stored away, and so must have in our memory or remember. So it is used by Dr. Johnson “*Memory*,” he says, “may be assisted by method, and the decays of knowledge repaired by stated-times of *recollection*.”

So, we use *remember* in reference to general matters, and *recollect* in reference to details of those matters.


Thus, Charles Lamb says, "I *remember* L. at school, and can well *recollect* that he had some peculiar advantages which I and others of his schoolfellows had not"

162 (4) The words *die* and *expire* are used with great propriety by South, in the following passage —

"When Alexander the Great *died*, the Grecian monarchy *expired* with him"

"This was generally accompanied with a speech from the *expiring* consul"—*Middleton*

EXERCISE LXIII

 Write out the following extracts, selecting the suitable word or phrase of the two given in parentheses —

Note —If there should be a doubt which to choose, make use of the simpler expression

While the cities of Italy were thus (advancing, progressing) in their (career, course) of improvement, (an event happened, a circumstance occurred) the most (remarkable, extraordinary) perhaps in the history of mankind, which, instead of (retarding, stopping) the (trading, commercial) progress of the Italians (rendered, made) it more rapid. The (warlike, martial) spirit of the Europeans, (increased, heightened) and inflamed by religious (fervour, zeal) (induced, prompted) them to attempt the (deliverance, rescue) of the Holy Land, from the (government, dominion) of Infidels. (Great, Vast) armies (composed, made up) of all the (nations, countries) in Europe, marched towards Asia, upon this wild (enterprise, expedition). The Genoese, the Pisans, and Venetians (furnished, supplied) the transports which (carried, conveyed) them thither. They (supplied, furnished) them with provisions and military stores. Besides the immense sums which they (received, obtained) on this account, they (received, obtained) commercial privileges and establishments of great (consequence, importance) in the settlements which the Crusaders made in Palestine and in other provinces of Asia. From these (sources, causes) (prodigious, immense) wealth flowed into the cities which I have mentioned. This was (accompanied, attended) with a (proportionate, corresponding) increase of power, and by the (end, termination) of the Holy War, Venice, in particular, became a great maritime state, (possessing, having) an extensive (trade, commerce) and ample (possessions, territories). Italy was not the only (country, state) in which the Crusades (contributed, helped) to (revive,

recover) and (diffuse, spread) such a spirit as prepared Europe for future discoveries. By then (expeditions, enterprises) into Asia, the other European nations became well acquainted with (remote, distant) (countries, regions), which formerly they knew only by name, or by the (reports, accounts) of ignorant and credulous pilgrims. They had an opportunity of (beholding, observing) the (customs, manners), the arts, and the (accommodations, conveniences) of people more (civilized, polished) than themselves. This (communication, intercourse) between the east and west (lasted, subsisted) almost two centuries. The (adventurers, speculatists) who returned from Asia (communicated, imparted) to their countrymen the ideas they had (acquired, obtained), and the habits of life they had (contracted, formed) by visiting more refined nations. The Europeans began to be (sensible, aware) of wants, with which they were formerly unacquainted. new (desires, inclinations) were (excited, aroused), and such a taste for the (commodities, produce) and arts of other countries gradually spread among them, that they not only encouraged the resort of (foreigners, strangers) to their (harbours, ports), but began to (observe, perceive) the (advantage, utility) and (necessity, need) of applying to commerce themselves — *Robertson*

But it is of no (importance, use) to read much, (except, unless) you be (regular, uniform) in your reading. If it (be interrupted, cease) for any (considerable, great) time, it can never be (attended, accompanied) with proper (improvement, advantage). There are some who study for one day with (intense, excessive) (application, diligence), and (repose, rest) themselves for ten days after. But wisdom is a 'coquette, and must be (courted, wooed) with (unabating, untiring) (assiduity, perseverance) — *Goldsmith*

The (decline, declension) of Venice did not, like that of Rome, (proceed, arise) from the increase of luxury, or the (revolt, rebellion) of her own (armies, forces) in the distant colonies, or from civil (wars, contests) of any kind. Venice has (dwindled, diminished) in (power, strength) and (influence, importance) from (causes, reasons) which could not be (foreseen, anticipated), or guarded against by human (foresight, prudence), although they had been (foreseen, anticipated). How could this (republic, commonwealth) have (hindered, prevented) the (discovery, invention) of a (passage, voyage) round the Cape of Good Hope, or (hinder, prevent) other (nations, countries) from being (inspired with, actuated by) a spirit of enterprise, industry and (commerce, trade)? — *D. Moore*

EXERCISE LXIV

 Supply the appropriate words —

Abandon, abdicate, desert, forsake, renounce, resign, relinquish

He () his design A young man should () all intercourse with persons of low habits Charles the Fifth of Germany () his throne The clerk having been negligent, is compelled to () his situation After the disasters of Egypt and Russia, Napoleon () his army, and hastened to Paris How hard it is for a mother to () her child ! The duke () all claims upon the property

Attainments, acquirements, qualifications

His () are very respectable The Admirable Crichton is renowned for his great and varied () Has your friend () suitable to that office ?

Account, description, detail, history, narration, narrative, recital, relation, story

He gave a rambling () of the matter Stevens has given some interesting () of ruins that he discovered in Central America Hume's () of England ends with the reign of James the Second His () of that event is striking Have you read the () of Damon and Pythias ? Some persons have the power of () simple things in a very pleasing manner I hoped to move him by a () of the dangers I have gone through

Absolute, arbitrary, despotic, tyrannical, imperious

A sovereign may not be (), though the government may be () An () monarch conducts the affairs of state according to his own will () conduct is offensive to every one. He spoke in a very () manner

Abjure, recall, revoke, recant, disavow, countermand, repeal

Men wish to () their errors when they find them inconvenient. The Roman Senate () the ambassador, and () what he had agreed to The decree was () by the Emperor Overcome by the fear of death, Cranmer () He had not been away long, before his instructions were () The Test and Corporation Act was () in 1827

Active, assiduous, diligent, industrious, laborious

Is your brother of () habits? One should be () in the pursuit of knowledge. The workmen of England are generally very (), although their employment is very (). After a () search I have found the passage you referred to.

Amend, better, correct, emend, improve, rectify, reform

We can () our general conduct only by () particular faults. I trust that mistake will be (). What hope can we have of a bad man who manifests no symptoms of ()? Some persons alter without (). By perseverance he has () his condition. An edition of Thucydides has lately been published with many so-called ().

Austere, forbidding, harsh, rigid, severe, stern, strict

Many hermits have been distinguished by great () of life. It is only by a () conformity to rule, that numbers can be well governed. The teacher who is most () is generally the least (). The conduct of the officer to his soldiers was () in the extreme; indeed, he is generally considered a () man. The manners of the vulgar are () to a man of refinement.

Cause, reason, motive

Cut off the () and the effects will cease. I do not know what () he can allege for such conduct, any more than I can understand his real ().

Changeable, mutable, variable, inconstant, fickle, versatile

The weather in this country is very (). Every thing on earth is (). Lord North was a man of () talents. He is () in his attachments. It is said that woman is (), but we must remember that it is man that says so. I cannot understand you, your conduct is so ().

Common, vulgar, ordinary, mean

It is () for men to undervalue what they possess. He is a man of () habits. In the () course of God's providence, vice punishes itself, even in this world. It is disgraceful to a wealthy man to manifest a () disposition.

Compensation, satisfaction, amends, remuneration, recompense, requital, reward

After his house had been burnt down, he received full () from the insurance office. What () can you give for the insult you have offered?—what () for the injury you have done? How much of what we do is influenced by the hope of () or the fear of punishment! One would think that it is but poor () to allow a man to shoot at you because he has insulted you. I know you are disinterested, for you have performed the duties of a liberos office and refused all (). The oppressor should remember that a day of () will come.

Conceal, hide, dissimble, disguise

Her designs were () from me. The hypocrite () his real character under the cloak of religion. They so () their intentions, that the Government was completely puzzled. A man of strict rectitude may () his opinions, but not () them.

Beat, conquer, overcome, subdue, surmount

In the reign of Henry the Fifth, the French were () in many battles, and at last their country was (). Never allow yourselves to be () by misfortune. He who () his passions, () his worst enemies. It is not by idle wishes that obstacles are ().

Difference, distinction

It is impossible to () where there is no ().

Difficulty, hindrance, impediment, obstacle

He who undertakes anything of importance will find that there are () to be encountered, () to be surmounted, and () to be removed. Difficulty is no () to a decided mind.

Discover, invent

Galileo () Jupiter's satellites with the telescope, which he is said to have (). America was () by Columbus. The barometre was () by Torricelli.

Do, execute, perform, fulfil, effect, accomplish

We () our commissions, () our promises, () our purpose, () our designs, and () our engagements England expects every man to () his duty

Lase, relieve, mitigate, alleviate, allay, appease, soothe, tranquillize, quiet, still

Bunyan represents Christian as being () of his burden at the sight of the cross. It is our duty to () the distresses of others by () their sufferings, () then heart-burnings, () their sorrows, () then fears, and () their resentments. The wrath of Achilles was not to be (). Do not hope to () your conscience while enjoying the fruits of your offence.

Enjoyment, pleasure, delight, satisfaction, gratification

She is in the () of excellent health. I hope to have the () of spending a long evening with you. It gives me no () to have the private affairs of my neighbor overhauled in my hearing. Life was given us for more important purposes than the () of our animal appetites. True friendship is a source of exquisite ().

Entangle, implicate, involve, perplex, embarrass, complicate, puzzle, bewilder

The crafty man is not unfrequently () in a web of his own weaving. Through being () in that dishonest affair, they are () in difficulties. We may () ourselves by diving into matters too deep for us, till our minds are wholly (). We have () ourselves with that () affair. He is said to be in () circumstances.

Entreaty, prayer, supplication, petition, request, solicitation, suit

No () could turn him from his purpose. The () of the blessing of the Creator is surely the duty of the creature. She offered up a () for her beloved son. A () was presented to the House, urging the removal of certain grievances. Had he made any (), it would no doubt have been acceded to. He preferred his (), but to no purpose. He was appointed to the situation without any () on his part.

EXERCISE LXV

☞ (*) Make sentences from each of the following sets of (so called) synonyms, keeping the difference of meaning as clear as you can —

EXAMPLE.—(1) He did not arrive in time, the delay of the train was a *fortunate* circumstance for him (2) One would think your brother is always to be *lucky*

1 Fortunate—lucky	12 Produce—product—pro-
2 Folly—foolery	duction
3 Communicate—impart.	13 Proposal—proposition
4 Brave—courageous	14 Rural—rustic
5 Erect—construct	15 Safe—secure.
6 Bind—tie	16 Shade—shadow
7 Reprove—reproach	17 Sorry—grieved
8 Blame—censure.	18 Invidious—envious
9 Behaviour—conduct	19 Diligent—industrious
10 Beat—strike	20 Reason—understanding
11 Pride—haughtiness	21 Healthy—wholesome

(*) Try, if you can define the difference between the above sets of words respectively —

(*) Make sentences from each of the following pairs of words —

Note — Observe the greater strength and consequent superiority of the Saxon, or pure English, over the Latin, where either can be used,

EXAMPLE — (1) Pope was a very *short* man (2) Fox's Fragment of History is *brief*, but it is interesting

SAXON	LATIN	SAXON	LATIN
1 Short	brief	11 Work	labour
2 Mean	intend	12 Bear	endure
3 Happiness	felicity	13 Strong	powerful
4 Greatness	magnitude	14 Wealth	opulence
5 Healthy	salubrious	15 Livelihood	maintenance
6 Stifle	suppress	16 Land	country
7 Tale	narrative	17 Mistake	error
8 Tell	relate	18 Draw on	attract
9 Talkative	loquacious	19 Overcome	conquer
10 Youthful	juvenile	20 Childish	infantine

EXERCISE LXVI

☞ (*) Write the synonyms of the following words —

Inclination Hasten. Hinder Escape. Kind Quiet
Partake Shake Situation Way Change Attack
See Anger Inform Moment. Inclose Vanity

(*) Express the following sentences differently, using some synonymous word or phrase instead of the words in *Italics* —

EXAMPLE — The light was put out *Varied* — The light was extinguished

1 The light *was put out*

2 The country air *invigorated* him

3 It was not of *much importance*

4 Bacon was a man of *deep learning*

5 The coachman was ordered to drive, and they hurried with the *utmost expedition* to Hyde Park Corner — *Johnson*

6 I do not expect, as long as *I stay* in India, to be free from a bad digestion, for which there is *hardly* any remedy but *abstinence from food*, literary and culinary — *Sn W Jones*

7 I have more than once *found fault with* those general reflections which strike at kingdoms or commonwealths *in the gross* — *Addison*

8 In our *retirement*, every thing *disposes* us to be serious — *Addison*

9 So *gracious* hath God been to us, that he hath made those things to be our duty which naturally *tend* to our *felicity* — *Tillotson*

10 The *recollection* of the past becomes dreadful to a *guilty* man. It *exhibits* to him a life *thrown away* on vanities and follies — *Blau*

11 Cortes, unwilling to *employ force*, *endeavoured alternately* to soothe and intimidate Montezuma — *Robertson*

12 I have heard of some very merry fellows, among whom the frolic was *started* and *passed*, by a great majority, that every man should *immediately* draw a tooth. — *Steele*

13 Their *pretensions* to be freethinkers is no other than rakes have to be freelivers, and savages to be freemen — *Addison*

14 This peculiar ill property has folly, that it *enlarges* men's desires while it *lessens* their *capacities* — *South*

15 Where there is a *power* to perform, God does not accept the will — *South*

16 Let your *behaviour* towards your superiors in *dignity*, age, learning, or any distinguished excellence, be full of respect and deference — *Chatham*

17 There have been found in history few conquests more *ruinous* than that of the Saxons — *Hume*

18 Every single gross act of sin is much the same thing to the conscience that a great blow or fall is to the head—it stuns and *bereaves* it of all use of its senses for a time. — *South*

19 A man is very unlikely to judge *equitably*, when his passions are *agitated* by a *sense* of wrong — *Johnson*

COLLOQUIAL AND NARRATIVE FORMS

163 In stating what another person has said, we may employ either the Colloquial or Narrative Style. In the first the individual is represented himself as speaking, and therefore gives us the very words he made use of. But in the second the whole conversation is thrown into the form of a narration. In the colloquial style, the speaker employs the first person for himself, and the second for those he is addressing; but in the narrative, only the third person is made use of.


EXAMPLE (1) *Colloquial* — When Alexander the Great was asked why he did not contend in the Olympic Games, he said, "I will when I have kings for my competitors."

Narrative — When Alexander the Great was asked why he did not contend in the Olympic Games, he said that he would do so when he had kings for his competitors.

(2) *Narrative* — When a friend was expressing surprise that Sir Matthew Hale should have done a great favour to one who had injured him, the knight replied, that he thanked God that he had learnt to forget injuries.

Colloquial — When a friend was expressing surprise that Sir Matthew Hale should have done a great favour to one who had injured him, the knight said, "I thank God I have learned to forget injuries."

EXERCISE LXVII

 Change the Colloquial Sentences into Narrative, and the Narrative into Colloquial. —

1 Cardinal Wolsey, one of the greatest ministers that this or any other country has ever known, breathed his last in these sad words: "Had I been as diligent to serve my God, as I have been to please my king, He would not have forsaken me now in my grey hairs."

2 In one of his letters, Pope says, "I should hardly care to have an old post pulled up that I remember when a child"

3 Some little time before Socrates drank the hemlock, one of his friends, who was lamenting that he was about to be put to death innocently, was asked by Socrates, whether he wished him to die guilty

4 When Gustavus Adolphus, king of Sweden, was besieging Stettin, he replied to a soldier, who complained of the hard weather, while working at the fortifications, "My friend, the earth is always frozen to those who want industry"

5 In an interview granted to Joseph Lancaster, George the Third expressed a wish that every poor child in his kingdom might be taught to read the Bible

In his last illness William the Third sent for Dr Radcliffe to Kensington After the usual questions put by the physician to his royal patient, the king showing his swollen ankles, while the rest of his body was emaciated, said, "Doctor, what do you think of these?" "Why, truly," replied Radcliffe, bluntly, "I would not have your Majesty's two legs for your three kingdoms."

Dr Radcliffe, the celebrated physician, and Sir Godfrey Kneller, the no less celebrated painter, lived next door to each other in Bow Street, Covent Garden As Sir Godfrey had a very fine garden, he allowed a door to be broken out in the wall which divided the two grounds, in order that the doctor might have free access thereto whenever he thought proper The servants of the latter however did so much mischief to the rare plants and flowers, that Sir Godfrey was obliged to remonstrate But the evil still continuing, he sent a message by one of his servants to Radcliffe, to tell him that he should be under the necessity of bricking up the door-way To this Radcliffe merely sent the following rude answer, "Tell Sir Godfrey that he may do anything he will with the wall except paint it" The message having been delivered to Kneller, he said, "Did my very good friend, Dr Radcliffe, say so? Then go back, and after presenting my service to him, tell him that I can take anything from him but physic"

DIVISION III

FIGURATIVE LANGUAGE

164 Language is figurative when words are used ⁽¹⁾ in a sense different from their ordinary signification, or ⁽²⁾ are applied to objects to which, in strictness, they do not belong

EXAMPLE —She is of a *sour* disposition

EXPL.—In this sentence the word *sour* is of course not used *literally* to characterize the disposition, for in that way dispositions are neither sour nor sweet, for these are qualities which are to be ascertained only by the sense of taste. But what is meant is this, that, as that which is sour produces a disagreeable sensation to those tasting it, so her disposition causes a similarly disagreeable impression on the mind of those observing her. The word *sour* then is used figuratively. In *plain* or *literal* language we might say, She is of a *peculiar* disposition

165 ONS —Figurative language is employed to give greater energy and clearness. A young writer, should therefore be careful not to make use of any figure merely for the purpose of what appears to him to be *elegance*, remembering that every word that does not add to the force and perspicuity of his sentence, weakens and obscures it. Vigorous thought can support itself without meretricious aid, and on the other hand, to quote from old Fuller, "To clothe low creeping matter with high-flown language is not fine fancy but flat foolery. It rather loads than raises a wien, to fasten the feathers of an ostrich to her wings."

166 The principal figures of speech are Comparison, Metaphor, Metonymy, Synecdoche, Meiosis, and Personification

SIMILE OF COMPARISON


167 Things may be compared in two ways,—in the way of resemblance or of contrast We may view two things together, which are like in some points, and unlike in others, and we may dwell on and draw out either their resemblances or their differences If we look merely at their points of resemblance, we make a *Simile** or *Comparison*, if at their points of difference, an *Antithesis*

168 In a Simile the Comparison is marked by *like* or *as*, or words or phrases equivalent

EXAMPLE —Talkative persons are like empty barrels, the less there is in them, the more noise they make

EXPL —Here a comparison is made between talkative persons and empty barrels, and it is shown by the word *like* The figure of speech there made use of is a Simile So again, There is a resemblance between food and books, for, as the former nourishes the body, so do the latter the mind

EXERCISE LXVIII

 Underline the words compared by way of simile —

Grateful persons resemble fertile fields, which always repay more than they receive

Homer, like the Nile, pours out his riches with a sudden overflow, Virgil, like a river in its banks, with a constant stream —*Pope*

My doctrine shall drop as the rain, my speech shall distil as the dew, as the small rain upon the tender herb, as the showers upon the grass —*Bible*

The groans of the people spread over the hill like the distant thunder of the night, when the clouds burst on Cona, and the shrieks of a thousand ghosts are heard on the hollow winds —*Ossian's Poems*

She came in all her beauty like the moon from the cloud of the east Loveliness was around her as light Her steps were like the music of songs —*Id*

Thou wert swift, O Morar! as a roe of the desert, terrible as a meteor of fire Thy wrath was as the storm Thy sword in battle as lightning in the field Thy voice was a stream after rain; like thunder on distant hills —*Id*

* Simile, from *similis*, like

EXERCISE LXIX

☞ Compare the following pairs of objects respectively, showing their points of resemblance —

- | | |
|---|--------------------------------------|
| 1 Food and books | 7 Idleness and an uncultivated field |
| 2 The troubles of a child and an April shower | 8 Prosperity and sunshine. |
| 3 The wings of a bird and the sails of a ship | 9 Misfortune and a dark cloud |
| 4 Life and a battle | 10 Youth and spring |
| 5 Heaven and home | 11 Age and winter |
| 6 An infant and a flower | 12 Music and eloquence |

EXERCISE LXX

☞ Make similes for the following words —

Books	Time
A passionate man	An avaricious man
An ambitious conqueror	Life

METAPHOR

169 A Metaphor* is a figure of speech which transfers a word from its usual application to another. It is used in reference to an object which the usual object resembles. Thus, we may say, In this battle Hannibal lost the *flower* of his army.

EXPL.—Here the word *flower* is transferred from the object to which it is usually applied, to an army. It is implied that what the *flower* is to the plant, that the men whom Hannibal lost were to the army. Thus it is a metaphor. A metaphor is an implied comparison, but in which the sign *like* or *as* is not used. Thus, if we say, *Our life is but a shadow*, we make use of a metaphor, but, *Our life is like a shadow*, is not a metaphor, but a simile or comparison.

EXERCISE LXXI

☞ Underline the words made use of as metaphors, and doubly underline the similes —

* Metaphor, from *meta* (μετα) over, and *phero* (φερω) I carry. In a metaphor the meaning is *carried away* from an object it is usually connected with, and *transferred* to another not usually possessing it.

Idleness is the rust of the soul The hope of success is the spring of exertion Infancy is the dawn of life He spent the sunset of his life in ease and contentment The sun gladdens the landscape Both in this world and the next we reap the fruit of our conduct Every repetition of an action adds a new link to the chain of habit The wind was moaning through the trees A wise man holds in his tongue as with a bit and bridle He was inflamed with anger. His prejudices are deep-rooted Thoughts that breathe and words that burn The thunder of Demosthenes aroused the Athenians Rust eats into iron Cares corrode his heart Language should be the nurmur of the mind

The Lord God is a sun and shield — *Bible*

In peace thou art the gale of spring, in war the mountain storm — *Ossian's Poems*

There dwells a deep meaning in old customs. — *Schiller*.

Why dost thou build thy hall, son of the winged days? — *Ossian's Poems*

Many fell by thy arm, they were consumed in the flames of thy wrath But when thou didst return from war how peaceful was thy brow! Thy face was like the sun after rain, like the moon in the silence of night, calm as the breast of the lake when the loud wind is laid — *Id*

Deep is the sleep of the dead, low their pillow of dust — *Id*

The black ingredient which fouls our disposition is envy — *Friedling*

Villainy when once discovered is irremediable, the stains which it leaves behind, no time will wash away — *Id*

Disguise thyself as thou wilt, still, slavery, still, thou art a bitter draught, and though thousands in all ages have been made to drink of thee, thou art no less bitter on that account — *Sterne*

The love of money is the root of all evil — *Bible*

They melted from the field, as snow,
When streams are swoln, and south winds blow,
Dissolves in silent dew — *Scott*

On life's vast ocean diversely we sail,
Reason the card, but passion is the gale — *Pope*

EXERCISE LXXII

☞ (*) Turn the following metaphoric expressions into plain ones —

He is the *head* of his class (*Plain Expression*) He is the first in his class The valley *was smiling* with fertility The

ship *was ploughing* the stormy main. Virtue is a jewel
Time flies The cloak of hypocrisy will one day be torn off
Vice is a plant that bears misery as its fruit The loss of
his son was a heavy blow to Burke The cup of his happi-
ness ran over The hurricane swept every thing before it
The clouds threatened rain Death enters the palaces of
kings as well as the cottages of the poor Walk in the
straight path of honour

(c) Turn the following sentences into metaphoric ones —

Life is short. Beauty does not last long Let not thyself
be overcome by passion. Let the gospel be spread The
yellow coin is to be cut down He was drowned Virtue is
always connected with happiness The grave receives all
No one is without some trouble Do not be conceited

(c) Find metaphors for the following expressions, making use of
either verbs, adjectives, or nouns, thus —

ADJECTIVE —The dry soil=The thirsty soil.

VERB —The soil absorbed the water=The soil drank in
the water

NOUN —What we should do is evident=The path of duty
is clear

Friend Death Youth Riches Happiness Life A
proud man War A storm at sea A cloud Sleep Reason
Ignorance The queen began to reign in 1838

A storm at sea (sea raged—waves—mountains high—thun-
der roared—lightning flashed—ship driven—feather on wind)

An unproductive soil (hungry—swallowing up everything)

We ought not to be too much affected by troubles, for a
period of adversity is often followed by one of prosperity
(Not lose heart—storm succeeded by sunshine)

The progress of time is imperceptible (Time—treads—
noiseless steps)

He has an easy life (stream—runs smooth)

170 An ALLEGORY is a Metaphor fully carried
out The 80th Psalm is a beautiful Allegory, as
are also Bunyan's *Pilgrim's Progress*, Addison's
Vision of Mirzah (*Spectator*, No 159), and John-
son's *Truth and Falsehood* (*Rambler*, No 96) All
Fables and Parables are a kind of Allegory

METONYMY

171 A Metonymy* is the use of (¹) the cause for the effect, (²) the thing contained for that which contains it, (³) the sign for that which is signified and *vice versa*. As, (¹) *Grayhairs* should be respected (-) Flee from the *bottle* (²) The *throne* is secure.

EXPL.—In the first sentence *gray hairs* is the Effect used for the Cause, *old age*, in the second, *bottle* stands for that which the bottle holds, *intoxicating liquors*, in the third, *throne*, the badge, or emblem, or sign of the royal office, is used instead of *royalty*. The expressions, *gray hairs*, *bottle*, and *throne*, as used here, are Metonymies.

EXERCISE LXXIII

✎ Underline the Metonymies, and then change the figures into plain language —

I have read Milton *Changed to*, I have read Milton's works Have you studied Addison? In the reign of George the Third the House of Commons resolved, that the power of the crown had increased, was increasing, and ought to be diminished He has a long purse The country was wasted by the sword Cromwell seized the sceptre Constantine assumed the purple while in Britain The time appears to be coming when the destinies of nations will be determined rather by the pen than by the sword Does the kettle boil? He reads Pope daily The stranger prized the eloquence of our pulpit, bar, and senate Alexander gave the following opinion of two of his courtiers —Craterus loves the king, but Hephaestion loves Alexander

'Tis all thy business, business how to shun,
And bask thy naked body in the sun —*Dryden*

I call upon that reverend and this most learned bench, to vindicate the religion of their God, to support the justice of their country I call upon the bishops to interpose the unsullied sanctity of their lawn, upon the judges to interpose the purity of their ermine to save us from this pollution.—*Earl Chatham*

* Metonymy, from *meta* (μετα) over or away, and *onoma* (ονομα) a name, a figure in which something is mentioned under a different name.

EXERCISE LXXIV

☞ Use Metonymies instead of the plain language of the following sentences —

The kingly office is less powerful than it once was. I would advise you to read South's Sermons attentively. The Palatinate was devastated by war during the reign of James the First. Let us defend our homes and our religion. Literature has much influence. I would rather pass my time in writing than in fighting. He carried the election by means of his riches.

SYNECDOCHE

172 A Synecdoche is a figure in which we use the part for the whole, or the whole for the part, or generally where any thing greater or any thing less, is used instead of the exact object meant, as,
(1) There are ten *sail* of the line in port. (2) *Ten thousand* evils attend us in life.

EXPL.—In the first sentence, *sail*, a part of a ship, is used for the whole, *ships*, and is therefore a Synecdoche. In the second, *ten thousand* is the Synecdoche, being used for an indefinitely great number.

EXERCISE LXXV

☞ (*) Underline the Synecdoches, and then convert them into plain language —

There were a hundred hands aboard. The town is full of soldiers, a hundred horse entered last night, and there was a regiment of foot quartered in it before. He keeps a good table. At Dover more than a hundred sail are often in sight at once. The face of the deep is frozen.—*Bible*

All hands employed, the royal work grows warm.—*Dryden*

Blessings, O Father! shower,
Father of Mercies! round his precious head.—*Hemans*

Return to her³ and fifty men dismissed?
No, rather I abjure all roofs, and choose
To be a comrade with the wolf and owl.—*Shakspeare*

But Kempenfelt is gone,
His victories are o'er,
And he and his eight hundred
Shall plough the wave no more.—*Cowper*.

(^b) Change the plain language of these sentences into Synecdoches —


Half our men were at the pumps He has lived fifty years
(*Use a metaphor, snows—piled on his head*) Innumerable
insects were sporting in the sunshine A ship was seen in
the distance My house shall always shelter you

MEIOSIS

173 Meiosis* is the saying less than is meant—
stating a thing weakly, or with less force than it
might be, as, *He is not very industrious*, when we
mean to say, but less offensively, *He is lazy*

174 This mode of stating a thing sometimes, by a sort of
reaction, produces more effect than a strong statement The
suppression of what might be said has more weight (being
more suggestive) than the expression of it would So St Paul
calls himself "*the citizen of no mean city*," that is, of a most
famous city, for Tarsus (still a respectable city) was one of
the most celebrated in Asia Minor, and was a great school for
the study of philosophy and the arts

EXERCISE LXXVI

 Express the sense of the following sentences in a more
softened form —

- | | |
|---|---|
| 1 George is a lazy fellow
(<i>Changed to—George is
not very industrious</i>) | 13 She is a gossip |
| 2 He is insufferably vain | 14 The Dutch are very rich. |
| 3 She is very passionate | 15 Nero was a most hateful
man |
| 4 He is a great ignoramus | 16 Needle-making is very
injurious to health |
| 5 Samuel is always playing | 17 The Spanish are exces
sively proud |
| 6 He is a thorough coward | 18 Dr Johnson was a great
scholar |
| 7 He was a murderer | 19 It was as ill-contrived a
plan as ever I knew |
| 8 They are liars. | 20 It is a wretched place to
live in |
| 9 He never does right | |
| 10 That is a filthy river | |
| 11 The statement is false | |
| 12 He is a villain | |

* From the Greek (*μειον*), *meion*, less

PROSOPOPŒIA* OR PERSONIFICATION †

175 Prosopopœia is a figure of speech by which the qualities of *persons* are attributed to *things*. It is, in fact, making things persons, or speaking of them as if they were so. Thus we speak of a river gliding at its own sweet *will*, of valleys *smiling*, flowers *laughing*, &c

EXPL.—Here the acts or properties of persons, viz., a *will*, *smiling*, and *laughing* are attributed to a river, valleys, and flowers. They are, therefore, severally, instances of personification.

176 OBS —(1) In the above examples, the acts or properties of persons are attributed to things, (2) sometimes things are addressed as persons, and represented as hearing what we say, and even answering us. The following are examples —

And Ocean, 'mid his uproar wild,
Speaks safety to his Island-Child — Coleridge

O Solitude ! where are the charms
That sages have seen in thy face ? — Cowper

EXERCISE LXXVII.

Q. (*) Underline the words personified, and doubly underline those which express the personification —

EXAMPLE — Our *fields* are CROWNED with plenty. The pupil should underline the word *fields*, as it is the word personified, and doubly underline CROWNED, which makes the personification.

Our fields are crowned with plenty. When summer reigns the flowers rejoice. The wind whispers. The mountain frowns in lonely majesty. The ship was cleaving the waters. The water saw its God and blushed. Ocean was putting forth his strength. Roaring waves climb the distant rock.

* From *prosōpon* (προσωπον), a person, and *poieo* (ποιεω), I make

† From *persōna*, a person, and *facio*, I make. Thus both words mean person-making.

Our language possesses peculiar advantages in the use of this figure, because the grammatical distinction of gender corresponds to the natural distinction of sex. All males are masculine, all females feminine, and all other nouns neuter. In the very act of attributing gender to these last, we personify them, and have it therefore in our power to confer the dignity or energy, which arises from a right use of this figure, on all our neuter nouns. Thus England, Virtue, Ocean, are neuter, and in ordinary language are so used. They may, however,

Charity's eyes should be open as well as her hands Surely King Edward the Sixth was as truly charitable in granting Bridewell for the punishment of sturdy rogues, as in giving St. Thomas's Hospital for the relief of the poor — *Fuller*

Full many a flower is born to blush unseen — *Gray*

The wilderness and the solitary place shall be glad for them and the desert shall rejoice and blossom as the rose — *Bible*.

The voice of thy brother's blood crieth unto me from the ground — *Id*

(*) Change the plain language of the following sentences by making use of personifications —

The mighty one died (death—dart) He was very rich (wealth poured treasures—feet) She is deeply in love (love—soft chain) As the evening was so fine, we were induced to visit the sea-shore (invited) Bold and majestic mountains closed in the view (frowning) No rain falls in the great desert (never drinks in a genial shower) The country was devastated, first by famine, and then by pestilence (stalked through the country)

(*) Personify the following words —

EXAMPLE.—1 (Adversity).—Let not the frown of adversity too much depress thee

2 (Fortune).—Smiling fortune, Fortune smiled on him

Time Age Spring Summer Autumn Winter Death
Our country The sun Night Flowers The laws Success
Misfortune Poverty that has known better days

be personified for the purposes of grace or energy, the two first as females, and Ocean as male In most languages, however, nouns corresponding to our neuter nouns cannot be thus personified, for many of them are already either masculine or feminine Thus of modern languages, those derived from the Latin (French, Spanish, &c) have no neuter gender, and all nouns are therefore unalterably either masculine or feminine *La mer, the sea*, is always feminine, and *l'Océan, the ocean*, is always masculine No strength is therefore gained by so using them The languages of the Gothic stock, like the classical languages, are not thus destitute of a neuter gender, but, unfortunately for the purposes of rhetoric, many nouns without sex, or what we should call neuter nouns, are classed as masculine or feminine They therefore cannot be personified by attributing to them gender Thus *the sun*, which with us is ordinarily neuter, and can be so energetically personified by making it masculine, is with the Germans (*die Sonne*) unalterably feminine

APPENDIX I

CAPITAL LETTERS

177 It was formerly the custom, as it is now in German and the northern languages of Europe, to begin every noun with a capital letter, but at present, with us, the use of the capital letters is much more limited. They must, however, be employed in the following cases —

They must begin—

(1) The first word of a book, chapter, letter, or any other piece of writing

(2) The first word after a period, as, Fear God Honour the King

(3) The first word after interrogative and exclamatory sentences, provided such sentences are independent in construction of those which follow them, as, Where is your friend? She is here! How beautiful a day it is! You seem to enjoy it!

But if several interrogative or exclamatory sentences are thrown into one general group, or if the construction of the latter sentences depends on the former, all of them, except the first, may begin with a small letter, as, How long, ye simple ones, will ye love simplicity? and the scorers delight in their scorning? and fools hate knowledge? Alas! how different! yet how like the same

(4) The first word in every line of poetry, as,

A solitary blessing few can find ,
Our joys with those we love are intertwined ,
And he whose watchful tenderness removes
The obstructing thorn which wounds the friend he loves,
Smooths not another's rugged path alone,
But scatters roses to adorn his own

- *Hannah More.*

(5) All proper names, as, John is in London Nelson was killed in the ship Victory, at the battle of Trafalgar I will see you on the first Friday in April

(6) All adjectives derived from proper names, as, English, French, Dutch, Spanish

(7) All quotations given in a direct form, as, Sir Philip Sidney, when dying with thirst, sent a bottle of water, which had been brought to him, to a wounded soldier, with these words —“Thy necessity is yet greater than mine!”

Obs—When the exact words are not given, nor in the form of a quotation, no capital is required, as, the Scriptures command us to honour the king

(8) The principal words in the titles of books, as, Milton’s *Paradise Lost*, Macaulay’s *Essays*

(9) The various names of the Deity, as, Jehovah, Almighty, God, the Lord

(10) The pronoun I, and the interjection O, must always be capital letters, as, I saw the palace O Lord, how manifold are thy works!

(11) Besides all these, any very important word may be distinguished by a capital, as, The Reformation He has been considering how he could best promote the Cause of Education

EXERCISE LXXIX

☞ Where necessary change the small letters into capitals —

(1) *death of addison* —when the celebrated addison was at the point of death, he sent for lord warwick, a young man nearly related to him, and finely accomplished, but very irregular in his conduct he arrived life, however, barely glimmered in the socket, and the dying friend was silent after a proper pause the youth addressed him “dear sir, you sent for me i hope you have some commands i shall hold them most sacred” may the reply make a lasting impression on all who read it! addison took him by the hand and softly said, “see in what peace a christian can die” he spoke with difficulty, and soon expired in tickell’s excellent elegy on the death of addison, are these lines,

“he taught us how to live, and oh! too high
the price of knowledge, taught us how to die”

in which the poet alludes to this moving interview —*Watkins*

(2) *excursion to the top of scartfell in cumberland* —having left rosthwaite, in borrowdale, on a bright morning in the first week of october, we ascended from seathwaite to the top of the ridge, called ash-course, and thence beheld three distinct views On one side, the continuous vale of borrowdale, keswick, and basenthwaite,—with skiddaw, helvellyn, saddleback, and numerous other mountains,—and, in the distance, the solway frith, and the mountains of scotland on the other side, and below us, the lang-

dale pikes,—their own vale below them, windermere, and far beyond windermere, inleborough, in yorkshire but how shall i speak of the deliciousness of the third prospect' at this time, that was most favoured by sunshine the green vale of esk—deep and green, with its glittering serpent stream, was below us, and on we looked to the mountains near the sea—blackcomb pre-eminent,—and still beyond, to the sea itself, in dazzling brightness, turning round, we saw the mountains of wastdale in tumult, to our right, great gavel, the loftiest, a distinct and huge form, though the middle of the mountain was, to our eyes, as its base

while we were gazing around, "look," i exclaimed "at yon ship upon the glittering sea!" "is it a ship?" replied our shepherd guide "it can be nothing else," interposed my companion, "i cannot be mistaken, i am so accustomed to the appearance of ships at sea" the guide dropped the argument, but, before a minute was gone, he quietly said, "now look at your ship, it is changed into a horse" so indeed it was,—a horse with a gallant neck and head we laughed heartily, and, i hope, when again inclined to be positive, i may remember the ship and the horse upon the glittering sea, and the calm confidence, yet submissiveness of our wise man of the mountains, who certainly had more knowledge of clouds than we, whatever might be our knowledge of ships —*wordsworth*

(8) waller the poet, going to see king james, at dinner, overheard a very extraordinary conversation between his majesty and two prelates, andrews, bishop of winchester, and neile, bishop of durham, who were standing behind the king's chair james asked the bishops "my lords, cannot i take my subjects' money when i want it, without all this formality in parliament?" the bishop of Durham readily replied that he could, whereupon the king turned, and said to the bishop of winchester, "well, my lord, what say you?" "sir," replied the bishop, "i have no skill to judge of parliamentary cases" the king answered, "no put off, my lord, answer me presently" "then, sir," said he "i think it lawful for you to take my brother neile's money, for he offers it" mr waller said, "the company was pleased with this answer, and the wit of it seemed to affect the king" —*watkins*

APPENDIX II

PUNCTUATION

179 Punctuation is the art of dividing a written composition by points or stops, with a view to marking the sense more clearly. These points are, the Comma, the Semicolon, the Colon, the Period, and the Notes of Interrogation and Admiration

180 —THE COMMA.

(1) Generally, the parts of a simple sentence are not separated by points, as, The fear of the Lord is the beginning of wisdom

If, however, the sentence be very long, the subject having adjuncts connected with it, a comma is usually placed before the verb, as, The good taste of the present age, has not allowed us to neglect the cultivation of the English language

(2) When the construction of a sentence is broken by the introduction of a phrase, not very intimately connected with it, such phrase is generally preceded and followed by a comma, as, The statement is, beyond doubt, exaggerated Pompeii, being near Vesuvius, was destroyed by an eruption They set out, and, before the evening, arrived in safety

The same usage is followed with regard to sentences introduced thus parenthetically, as, To write clearly and forcibly, as every one must wish to do, is impossible without much practice

(3) Two words of the same part of speech, connected by a conjunction, do not generally take a comma between them, as, Jane and her brother are here That house is large and commodious We must read slowly and distinctly

When no conjunction is made use of, the words must be separated by a comma, as, We live in a large, convenient house

(4) But when three or more words of the same part of speech are employed in the same construction, they are usually separated by a comma, as, My father, my brother, and cousin, have been to Brighton The house is large, commodious, and well situated He reads slowly, distinctly, and forcibly

(5) Persons addressed are separated from the neighbouring words by commas, as, Hear, my friends, what I have to say to you Sir, I believe you.

(6) A comma is used after the case absolute, or a phrase continuing the infinitive absolute, as, The bridge being under repair I went over in a boat To confess the truth, I do not like you

(7) Nouns in apposition, having adjuncts connected with them, are separated by commas, as, He is guilty of falsehood, the vice of cowards Chaucer, the father of English poetry, lived in the reign of King Richard the Second

If the nouns be without adjuncts, in general, no comma is used, as, Queen Victoria governs England Chaucer the poet wrote the Canterbury Tales

Obs.—Some writers would separate the nouns, thus Chaucer, the poet, wrote the Canterbury Tales

(8) In a complex sentence the component simple sentences whether contracted or uncontracted, are generally separated by commas, as, England is not a large country, but it is a wealthy one England is not a large, but a wealthy country The letter was written so badly, that he could not read it I say, I will not go He thinks justly, and he acts honourably

Though deep, yet clear, though gentle, yet not dull,
Strong without rage, without o'erflowing, full

EXCEPTION I —If the simple sentences are so contracted as to be represented by only a single word with its adjuncts, and conjunctions are employed to connect them, no commas are employed, as, My brother John and your sister Mary are in the garden. I saw him and her (89, 90)

EXPL.—Here the words *my brother John*, a single noun with its adjuncts, are the representative of a simple sentence, and so are *your sister Mary*, a phrase similarly circumstanced These, then, are not separated by commas

EXCEPTION II —If a relative sentence follow the antecedent without the intervention of any other words, the relative and the antecedent are not usually separated by a comma, as, The man who lived here has gone away. The book that you lent me is very interesting

Obs.—Contracted relative sentences are preceded and followed by a comma, as, The horse, tired with his journey, was led into the stable

(9) When the verb *to be* is followed by an infinitive, or a lengthened phrase, which might by inversion be the nominative to that verb, a comma is usually placed after it, as, The intention *was*, to pay off all the forces The proposal *is*, to disband all the troops

(10) When the grammatical order is departed from, in order to make certain words emphatic (58), such transposed words generally have a comma after them, as, (*Usual Construction*) The statement is undoubtedly true. (*Emphatic Construction*) Undoubtedly, the statement is true

(11) The words *now, formerly, generally, indeed, therefore, however, first, lastly, yes, no, nay, in brief, in general, without doubt*, and others of a similar kind, are generally separated from the context by commas, as, Yes, you are right Nay, you must not leave us yet. The Strand, formerly, was quite out of London, now, it is nearly in the centre of it.

181 —THE SEMICOLON

(1) The semicolon is used to separate sentences, which are not so intimately connected in sense as those separated by a comma, as, *Straws swim upon the surface, but pearls lie at the bottom*. Philosophers assert that Nature is unlimited in her operations, that she has inexhaustible treasures in reserve, that knowledge will always be progressive, and that all future generations will continue to make discoveries, of which we have not the least idea.

(2) Sometimes independent sentences, when very short, are separated by a semicolon, as, *The pride of wealth is contemptible, the pride of learning is pitiable, the pride of dignity is ridiculous, but the pride of bigotry is insupportable*.

Obs.—In such sentences as the last, many authors would use the period, and perhaps with strict propriety.

182 —THE COLON

(1) When a sentence, complete in itself, is followed by another which is used to explain, or strengthen, or illustrate it, such sentences are separated by a colon, as, *Cultivate the habit of perseverance: success is dependent on it*.

(2) When a series of sentences or clauses, separated by semicolons, is followed by a sentence which relates to them all, a colon generally separates the last member of the series from the qualifying sentence, as, *A Divine Legislator, uttering his voice from heaven, an Almighty Governor, stretching forth his arm to punish or reward, informing us of perpetual rest, prepared hereafter for the righteous, and of indignation and wrath awaiting the wicked: these are the considerations which overawe the world, which support integrity, and check guilt*.

(3) Sometimes the presence or absence of the conjunction determines whether the colon or semicolon should be used, as, *Do not ask me again: you cannot go*. Or, *Do not ask me again, for you cannot go*.

(4) A quotation, introduced in a formal manner, is generally preceded by a colon, as, *Sir Isaac Newton gave the following estimate of himself —“I do not know what I may appear to the world, but to myself I seem to have been only like a boy, playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me”*.

Obs.—Quotations are generally preceded by a comma merely, as, *Pythagoras said, “Reverence thyself”*.

183 — THE PERIOD

(1) When a sentence is complete and independent, it is followed by a period, as, Holland is north of Belgium

(2) A period is sometimes admitted between two sentences, though connected by a conjunction, as, He who lifts himself up to the observation and notice of the world, is, of all men, the least likely to avoid censure. For he draws upon him a thousand eyes, that will narrowly inspect him in every part.

(3) All abbreviations must be followed by a full stop, as, P M (post meridiem), A M (ante meridiem)

184 The principal Abbreviations are —

A B or B A	Artium Baccalaureus,	Bachelor of Arts
A.D	Anno Domini,	In the year of our Lord
A M or M A	Artium Magister,	Master of Arts
A M	Anno Mundi,	In the year of the world
A.M	Ante Meridiem,	Before noon (Morning)
Bart		Baronet
D B or B D	Divinitatis Baccalaureus,	Bachelor of Divinity
D D	Divinitatis Doctor,	Doctor of Divinity
I H S	Jesus Hominum Salvator,	Jesus the Saviour of Men
Knt		Knight
LL D	Legum Doctor,	Doctor of Laws
M D	Medicinae Doctor,	Doctor of Medicine
MS	Manu Scriptum,	{ Written with the hand (Manuscript)
MSS		Manuscripts
N B	Nota Bene,	Mark well Take notice
Ph D	Philosophiae Doctor,	Doctor of Philosophy
P M	Post Meridiem,	Afternoon
P S	Post Scriptum,	Postscript
R S S	Regiae Societatis Socius	{ Fellow of the Royal Society
F R S		
R S A S	Regiae Societatis Antiquariorum Socius,	{ Fellow of the Royal Society of Antiquaries
F L S		
V R	Victoria Regina,	Fellow of the Linnean Society Queen Victoria
i c	id est,	That is
inst	instant	The present (month)
prox	proximo,	The coming (month)
ult	ultimo,	The last (month)
viz.	videlicet,	Namely

CAUTION — Carefully avoid the use of the comma instead of the period. This improper usage is not uncommon, but it marks great ignorance.

185 —NOTE OF INTERROGATION

The note of interrogation is used at the end of a question , as, Where are you ?

This mark must not be employed where it is only said that a question was asked , as, She inquired where I lived The interrogative form might be employed thus She said to me, "Where do you live?"

186 —NOTE OF EXCLAMATION

The note of exclamation, or, as it is sometimes called, of admiration, is used after the expression of some strong emotion, as of joy, grief, surprise, &c., and after an invocation , as, How noble an action ! What a wonderful escape he has had ! Listen to me ! for I have something of importance to communicate.

OBS.—It will often happen that such words are employed as would form either a question or an exclamatory sentence Now, if no answer be required to complete the sense, the words do not constitute a question, but an exclamatory sentence, and of course, require the note of exclamation at the close , as, What is more to be desired than contentment ! How many opportunities of doing good have been lost !

THE PARENTHESIS, DASH, AND HYPHEN

Many other marks, besides the six above, are used for various purposes, but only the three principal, the Parenthesis, the Dash, and the Hyphen, need be noticed here

187 The Parenthesis () is used to introduce an incidental thought, that cannot be readily worked up into the sentence , as, "King James wrote a treatise (what could be more ridiculous ?) on the heinous sin of using tobacco "

OBS.—The occasional use of the parenthesis is sometimes productive of happy effect , but the young writer will do well to employ it as little as possible It is often only a lazy mode of doing what would have been done better in a regular sentence, with some little alteration of the construction.

188 The Dash (—) is used to denote abruptness, to show that a significant pause is intended, or an unexpected change in the sentiment , as—

"Here lies the great—false marble, where?
Nothing but sordid dust lies here "

"He sometimes counsel takes, and—sometimes snuff "

OBS—The less the young writer employs the dash in his early compositions, the better

189 The Hyphen (-) is used to join the component parts of compound words, as, Horse-shoe It also marks the division of a word at the end of a line, as, ————— tempest.

190 GENERAL OBSERVATION—The above are the most important rules for the punctuation of a composition It may be necessary, however, sometimes to make use of stops where none of these directions will apply The pupil will find, too, that there is a want of uniformity in this matter—some authors, with a view to making the sense clearer, employing numerous stops, while others make use of them but sparingly

EXERCISE LXXX

☞ Supply the requisite full-stops —

A Letter of Cowper's to Lady Hesketh

My dearest Cousin,

Whose last most affectionate letter has run in my head ever since I received it, and which I now sit down to answer, two days sooner than the post will serve me I thank you for it, and with a warmth for which I am sure you will give me credit, though I do not spend many words in describing it I do not seek new friends, not being altogether sure that I should find them, but have unspeakable pleasure in still being beloved by an old one I hope that now our correspondence has suffered its last interruption, and that we shall go down together to the grave, chatting and chirping as merrily as such a scene of things as this will permit

I am happy that my poems have pleased you My volume has afforded me no such pleasure at any time, either while I was writing it, or since its publication, as I have derived from your and my unole's opinion of it I make certain allowances for partiality, and for that peculiar quickness of taste, with which you both relish what you like, and after all drawbacks upon those accounts, duly made, find myself rich in the measure of your approbation, that still remains But above all, I honour John Gilpin, since it was he who first encouraged you to write I made him on purpose to laugh at, and he served his purpose well, but I am now in debt to him for a more valuable acquisition, than all the laughter in the world amounts to, the recovery of my intercourse with you, which is to me inestimable

My benevolent and generous cousin, when I was once asked if I wanted any thing, and given delicately to understand that the inquirer was ready to supply all my occasions, I thankfully and civilly, but positively declined the favour I neither suffer nor have suffered, any such inconveniences as I had not much rather endure, than come under obligations of that

sort to a person comparatively with yourself a stranger to me But to you I answer otherwise I know you thoroughly, and the liberality of your disposition, and have that consummate confidence in the sincerity of your wish to serve me, that delivers me from all awkward constraint, and from all fear of trespassing by acceptance To you, therefore, I reply, yes Whensoever, and whatsoever, and in what manner soever you please, and add, moreover, that my affection for the giver is such, as will increase to me tenfold the satisfaction that I shall have in receiving It is necessary, however, that I should let you a little into the state of my finances, that you may not suppose them more narrowly circumscribed than they are Since Mrs Unwin and I have lived at Olney, we have had but one purse, although during the whole of that time, till lately, her income was nearly double mine Her revenues indeed are now in some measure reduced, and do not much exceed my own, the worst consequence of this is, that we are forced to deny ourselves some things which hitherto we have been better able to afford, but they are such things as neither life, nor the well-being of life, depends upon My own income has been better than it is, but when it was best, it would not have enabled me to live as my connections demanded that I should, had it not been combined with a better than itself, at least at this end of the kingdom Of this I had full proof during the three months that I spent in lodgings at Huntingdon, in which time, by the help of good management, and a clear notion of economical matters, I contrived to spend the income of a twelvemonth Now, my beloved cousin, you are in possession of the whole case as it stands Strain no points to your own inconvenience or hurt, for there is no need of it, but indulge yourself in communicating (no matter what) that you can spare without missing it, since by so doing you will be sure to add to the comforts of my life one of the sweetest that I can enjoy—a token and proof of your affection


In the affair of my next publication, towards which you offer me so kindly your assistance, there will be no need that you should help me in the manner you propose It will be a large work, consisting, I should imagine, of six volumes at least, The twelfth of this month I shall have spent a year upon it, and it will cost me more than another I do not love the booksellers well enough to make them a present of such a labour, but intend to publish by subscription Your vote and interest, my dear cousin, upon the occasion, if you please, but nothing more I will trouble you with some papers of proposals when the time shall come, and am sure you will circulate as many for me as you can Now, my dear, I am going to tell you a secret It is a great secret, that you must not whisper even to your cat No creature is at this moment apprised of it but Mrs Unwin and her son I am making a new translation of Homer, and am on the point of finishing the twenty-first book of the Iliad The reasons upon

which I undertake this Herculean labour, and by which I justify an enterprise in which I seem so effectually anticipated by Pope, although, in fact, he has not anticipated me at all, I may possibly give you, if you wish for them, when I can find nothing more interesting to say, a period which I do not conceive to be very near I have not answered many things in your letter, nor can I do it at present for want of room I cannot believe but that I should know you, notwithstanding all that Time may have done There is not a feature of your face, could I meet it upon the road by itself, that I should not instantly recollect I should say, That is my cousin's nose, or those are her lips and her chin, and no woman upon earth can claim them but herself As for me, I am a very smart youth of my years I am not indeed grown gray so much as I am grown bald No matter There was more hair in the world than ever had the honour to belong to me Accordingly, having found just enough to curl a little at my ears, and to intermix a little of my own, that still hangs behind, I appear if you see me in an afternoon, to have a very decent head-dress, not easily distinguished from my natural growth, which being worn with a small bag, and a black riband about my neck, continues to me the charms of my youth, even on the verge of age Away with the fear of writing too often

W C

P S—That the view I give you of myself may be complete, I add the two following items,—That I am in debt to nobody, and that I grow fat

EXERCISE LXXXI

 Supply the requisite stops —

Cicero was at his Tusculan villa with his brother and nephew when he first received the news of the proscription and of their being included in it It was the design of the Triumvirate to keep it a secret if possible to the moment of execution in order to surprise those whom they had destined to destruction before they were aware of the danger or had time to escape But some of Cicero's friends found means to give him early notice of it upon which he set forward presently with his brother and nephew towards Astura the nearest villa which he had upon the sea with the intent to transport themselves directly out of the reach of their enemies But Quintus being wholly unprepared for so sudden a voyage resolved to turn back with his son to Rome in confidence of lying concealed there till they could provide money and necessaries for their support abroad Cicero in the meanwhile found a vessel ready for him at Astura in which he presently embarked but the winds being cross and turbulent and the sea wholly uneasy to him after he had sailed about two leagues along the coast he landed at Circeum and spent a night near that place in great anxiety and irresolution the question was what course he should

steer and whether he should fly to Brutus or to Cassius or to S Pompeius but after all his deliberations none of them pleased him so much as the expedient of dying so that as Plutarch says he had some thoughts of returning to the city and killing himself in Cæsar's house in order to leave the guilt and curse of his blood upon Cæsar's perfidy and ingratitude but the importunity of his servants prevailed with him to sail towards Cajeta where he went again on shore to repose himself in his Formian villa about a mile from the coast weary of life and the sea and declaring that he would die in that country which he had so often saved Here he slept soundly for several hours though as some writers tell us a great number of crows were fluttering all the while and making a strange noise about his windows as if to rouse and warn him of his approaching fate and that one of them made its way into the chamber and pulled away the very bed-clothes till his slaves admonished by this prodigy and ashamed to see brute creatures more solicitous for his safety than themselves forced him into his litter or portable chair and carried him away towards the ship through the private ways and walks of his woods having just heard that soldiers were already come into the country in quest of him and not far from the villa As soon as they were gone the soldiers arrived at the house and perceiving him to be fled pursued immediately towards the sea and overtook him in the wood Their leader was one Popilius Lænas a tribune or colonel of the army whom Cicero had formerly defended and preserved in a capital cause As soon as the soldiers appeared the servants prepared themselves to fight being resolved to defend their master's life at the hazard of their own but Cicero commanded them to set him down and to make no resistance then looking upon his executioners with a presence of mind and firmness which almost daunted them and thrusting his neck as forwardly as he could out of the litter he bade them do their work and take what they wanted Upon which they presently cut off his head and both his hands and returned with them in all haste and great joy towards Rome as the most agreeable present which they could possibly carry to Antony Popilius charged himself with the conveyance without reflecting on the infamy of carrying that head which had saved his own He found Antony in the Forum surrounded with guards and crowds of people but upon showing from a distance the spoils which he brought he was rewarded upon the spot with the honour of a crown and about eight thousand pounds sterling Antony ordered the head to be fixed upon the rostra between the two hands a sad spectacle to the city and what drew tears from every eye to see those mangled members which used to exert themselves so gloriously from that place in defence of the lives the fortunes and the liberties of the Roman people so lamentably exposed to the scorn of sycophants and traitors "The deaths of the rest" says an historian of that age "caused only a

private and particular sorrow but Cicero's a universal one " It was a triumph over the Republic itself and seemed to confirm and establish the perpetual slavery of Rome Antony considered it as such and satiated with Cicero's blood declared the proscription at an end — *Middleton's Life of Cicero*

By his late victories Pompey had greatly extended the barrier of his Empire into the continent of Asia having added to it three powerful kingdoms Pontus Syria and Bithynia which he reduced to the condition of Roman provinces leaving all the other kings and nations of the East tributary to the Republic as far as the Tigris Among his other conquests he took the city of Jerusalem by the opportunity of a contest about the crown between the two brothers Hircanus and Aristobulus The lower town was surrendered to him with little or no opposition, but the fortress of the Temple cost him a siege of three months nor would he have taken it then so easily as Dio tells us had it not been for the advantage that the besieged gave him by the observance of their weekly sabbaths on which they abstained so religiously from all work as to neglect even their necessary defence He showed great humanity to the people and touched no part of the sacred treasure or vessels of gold which were of an immense value yet was drawn by his curiosity into such a profanation of their temple as mortified them more than all they had suffered by the war for in taking a view of the buildings he entered with his officers not only into the holy places where none but the priests but into the Holy of Holies where none but the High Priest was permitted by the law to enter by which act as a very eminent writer more piously perhaps than judiciously remarks he drew upon himself the curse of God and never prospered afterwards He carried Aristobulus and his children prisoners to Rome for the ornament of his triumph and settled Hircanus in the government and high-priesthood but subject to a tribute Upon the receipt of the public letters which brought the account of his success the senate passed a decree that on all festival days he should have the privilege to wear a laurel crown with his general's robe and in the equestrian races of the circus his triumphal habit an honour which when he had once used to show his grateful sense of it he ever after prudently declined since without adding any thing to his power it could serve only to increase the envy which many were endeavouring to stir up against him — *Id*

END OF THE FIRST PART

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Warwick, who was then at Coventry,	{	Complex subordinate adjective	
declined the proffered combat		sentence sections 67	76
Warwick declined the proffered combat		Principal sentence	
Who was then at Coventry		Subordinate sentence.	

Principal sentence.
Warwick subject.
declined predicate
combat object.
proffered adjunct to object.

Subordinate adjective sentence
who subject.
was predicate.
then adjunct of time to
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